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ABSTRACT

This publication reports the progress Wisconsin school districts have made toward providing programs that address alcohol and other drug abuse. It begins with an explanation of the problem and a description of Wisconsin's model for addressing the problem. Progress within districts is measured using the model as a standard. Results are presented from a second survey conducted in the spring of 1991 (the first was conducted in 1988-89) that involved a stratified random sample of almost 6,000 public school students in grades 6, 8, 10, and 12. Findings from the 1991 study are reported for alcohol use, tobacco use, and the use of other drugs (marijuana, cocaine, inhalants, other drugs). It is concluded that alcohol is the drug of choice among Wisconsin public school students; that, compared to a nationally representative sample of high school seniors, Wisconsin seniors are more likely to use alcohol, as likely to smoke cigarettes, and less likely to use illicit drugs; and that, compared to recent but unrepresentative national data about sixth graders, Wisconsin sixth graders also are more likely to use alcohol. Relevant graphs and year-to-year data comparisons are appended. (NB)

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A Self-Evaluation Report of Wisconsin Public Schools 1991-92

Comprehensive Alcohol and Other Drug Abuse Programs

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A Self-Evaluation Report of Wisconsin Public Schools 1991-92

Comprehensive Alcohol and Other Drug Abuse Programs

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The Wisconsin Clearinghouse for Alcohol and Drug Information deserves special thanks for its preparation of the research base, which can be found in *A Response to Wisconsin's AODA Problem: Wisconsin Act 122 and the Department of Public Instruction*.

Department staff also would like to express appreciation to the individuals in local school districts throughout the state who took time from their busy schedules to complete the Comprehensive AODA Program Checklist and to share that information with the department. Thanks to their efforts, school AODA programs continue to improve in Wisconsin schools and students receive quality services.

Introduction

This publication reports the progress Wisconsin school districts have made toward providing programs that address alcohol and other drug abuse (AODA). It begins with an explanation of the problem and a description of Wisconsin's model for addressing the program. Progress within districts is measured using the model as a standard.

Alcohol and other drug abuse is one of the most widespread problems facing our country today. It is a problem which affects every segment of our society, regardless of gender, socioeconomic status, religion, race, ethnicity, or age. AODA issues are regularly associated with suicides, spousal and child abuse, assaults, drownings, rapes, traffic fatalities, and murder.

Not surprisingly, research has conclusively shown the physical and psychological health of our youth is best served by the prevention of alcohol and other drug use. Despite this fact, youth are confronted with AODA issues daily. According to a 1991 study by the National Institute on Drug Abuse, in the past 30 days, 14% of 8th graders and 28% of 12th graders used cigarettes, 25% of eighth graders and 54% of twelfth graders used alcohol, and 3% of eighth graders and 14% of twelfth graders used marijuana (U.S. Department of Health and Human Services, 1992).

This is not a problem found only in large metropolitan areas of other states; it is a problem for rural, urban, and suburban youth of Wisconsin as well. In the spring of 1991, the Wisconsin Departments of Public Instruction and Health and Social Services commissioned a survey that involved a stratified random sample of almost 6,000 public school students in grades six, eight, ten, and twelve in a second Wisconsin statewide study of alcohol and other drug use and non-use. The first study utilized the same design and was conducted during the 1988-89 school year. Highlights of the 1991 survey follow:

Alcohol use is reflected in the following statistics:

- More than half of the students in each grade reported having used alcohol once or more in their lifetime, with rates ranging from 55% for sixth graders to 94% for seniors.
- During "the last 30 days," 30% of eighth graders and 61% of seniors reportedly used alcohol once or more.
- More than one-fourth of sophomores and one-third of seniors report binge drinking (five or more drinks in a row one or more times) in "the last two weeks."
- During "the last 12 months," 15% of tenth graders and 40% of seniors reportedly drove a vehicle after drinking alcohol.

Tobacco use is indicated by the following statistics:

- Within "the last 30 days," 19% of eighth graders and 34% of twelfth graders reportedly used cigarettes.
- Among seniors, 12% smoke one-half pack or more of cigarettes per day.
- In all grades, females are more likely than males to smoke cigarettes, both in "the last 30 days" and in "the last two weeks."
- Among seniors, 10% reportedly have used smokeless tobacco in "the last 30 days."

Other drug use is indicated by the following statistics:

- Lifetime marijuana use (once or more) ranges from 3% in grade six to 34% in grade twelve; the greatest increase occurs between grades eight and ten.
- Lifetime cocaine use (once or more) ranges from 1% in grade six to 6% in grade twelve.
- Among twelfth graders, 40% reported using an illicit drug at least once. (Illicit drug use was defined as having used, once or more without a doctor's prescription, one or more of these drugs: marijuana, cocaine, amphetamines, LSD, PCP, heroin, other narcotics, methaqualone, barbiturates, or tranquilizers.)
- Among sixth graders, 12% reported at least one use of an inhalant.

Clearly, alcohol is the drug of choice among Wisconsin public school students. Compared to a nationally representative sample of high school seniors, Wisconsin seniors are **more** likely to use alcohol, **as** likely to smoke cigarettes, and **less** likely to use illicit drugs. Compared to recent but unrepresentative national data about sixth graders, Wisconsin sixth graders are also **more** likely to use alcohol.

Not only is the problem widespread, as these statistics demonstrate, but it also is exceptionally complex. For one thing, alcohol and other drugs permeate the lives of Americans in the form of medicines, foods, and beverages (e.g., the caffeine in coffee and tea). The lines are not so clearly drawn, making either/or choices difficult if not impossible.

All of this is further complicated by the mixed messages students receive about alcohol and other drugs. Parents, teachers, and other adults must be aware of the role-modeling influence they have while practicing their own use. Popular media bombard today's youth with messages that say drinking alcohol is not only acceptable but even glamorous, that smoking cigarettes is a sign of maturity and sophistication, and that taking diet pills is a legitimate method of losing weight.

Students' adult heroes, such as entertainers and sports figures, often endorse and glorify alcohol and other drugs when they appear in beer commercials or play baseball while chewing tobacco. Perhaps the greatest pressures come from the students' peers, some of whom see alcohol or other drugs as a normal part of life.

The Wisconsin Model

Facing the depth and complexity of these problems, the only possible solution is a unified, cooperative, strategic, and comprehensive program to deal with all the issues related to alcohol and other drugs. First, the solution must match the complexity of the problem. There are no quick or easy answers. Information and warnings about the dangers and ramifications of using alcohol and other drugs simply are not enough. This was confirmed in the 1970s when a succession of prevention programs proliferated across the country, each purporting to have the final solution to the "drug problem." Each involved a different approach, scare tactics, "get-tough" policies, values clarification, instruction in decision-making, and so forth. Each new "solution" was implemented without evaluation data to prove its effectiveness, or was followed shortly thereafter by studies demonstrating either no effect or actual increases in student drug use. A more comprehensive approach was needed.

Second, the solution must reach all depths of society. For schools, this means not only the older students in high school but students of every grade who are affected by issues related to alcohol and other drugs; in other words, every student, all the way down into the elementary grades. Other members of the school community must be reached, too, including teachers, coaches, custodians, cooks, secretaries, administrative staff, and so forth. Moreover, for a program to have a truly significant impact on all students, it must extend to parents and the community at large, for they all contribute substantially to the students' general environment.

Third, the solution must cover all contingencies. It should not focus solely on alcohol and other drug abusers. Many other groups of people should be specifically targeted, including those recovering from chemical dependency, the misusers on the path to abuse, the users flirting with misuse, and even the nonusers, who may be tangibly influenced by other people's use. Another target group consists of those with other needs and problems not necessarily related to alcohol and other drugs, though they may very well be in the future. The activities and services already established in a comprehensive AODA program can easily be adapted to deal with a wide variety of issues.

Fourth, the solution must respect and acknowledge individual and cultural differences. To effectively reach all populations, an attitude of concern, respect, and advocacy is needed. A comprehensive AODA program for students in kindergarten through grade twelve (K-12) needs to recognize the uniqueness of every student. AODA staff should closely examine their own district to discover what individual and cultural diversity exists. In addition, school personnel must become sensitive to any biases they may hold and the effect these attitudes may have on their interactions with co-workers, students, parents, and other community members.

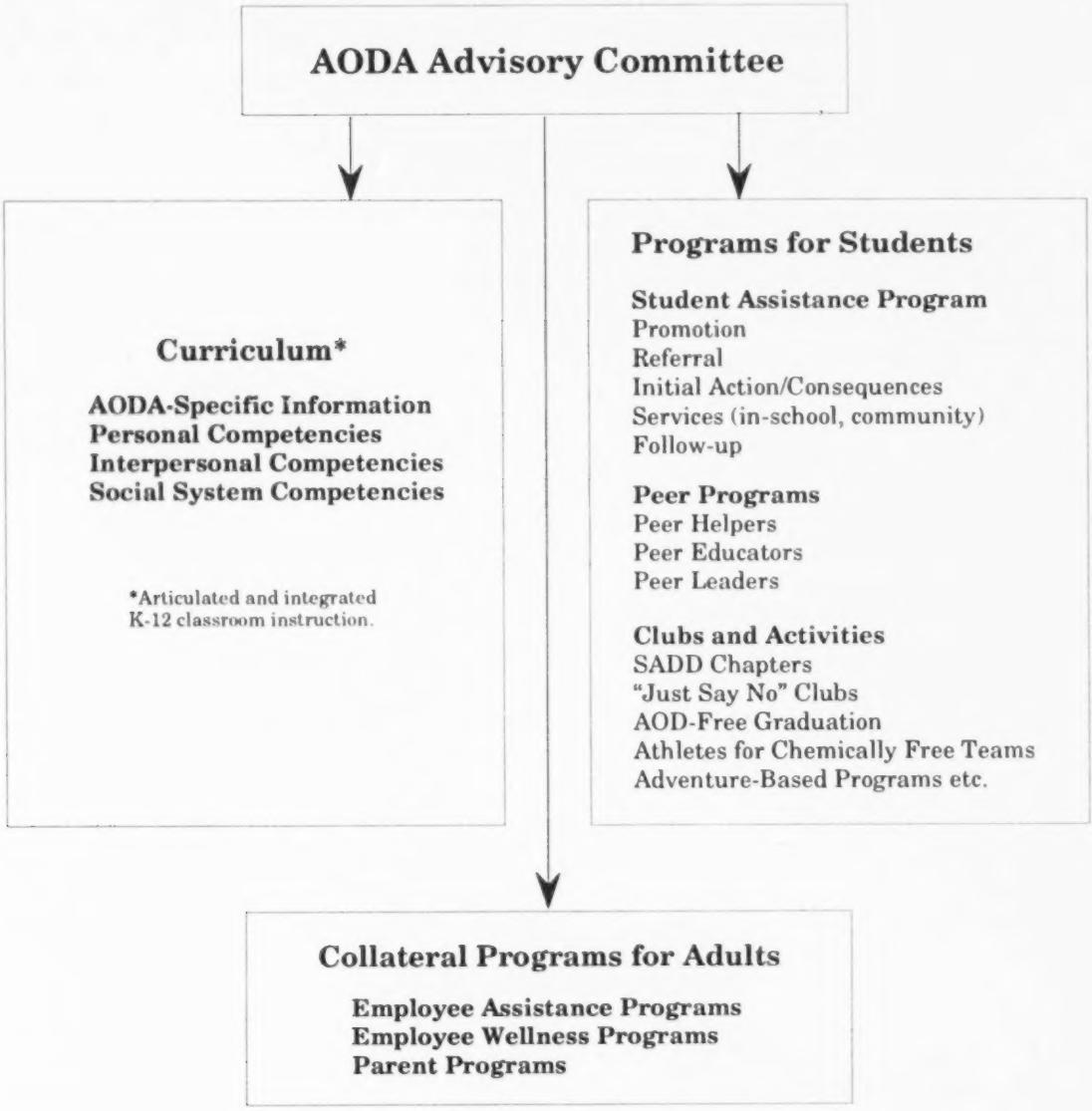
Furthermore, since many activities and services in a comprehensive AODA program are strongly oriented toward personal growth, interpersonal relationships, education, and even just plain fun, they can be attractive to all students, including those who have no particular problems, AODA-related or otherwise. Bringing in such students enriches the lives of all participants, creates a better school climate, and increases the overall effectiveness of the alcohol and other drug programs.

The Wisconsin Model for a Comprehensive K-12 AODA Program (see Figure 1) was developed by the Wisconsin Department of Public Instruction (DPI) in response to the overwhelming research indicating a comprehensive program is essential to effectively address the complex problem of alcohol and other drug abuse. The Wisconsin Model incorporates what the research advocates for addressing this issue and, if properly implemented and evaluated, contains effective strategies for reducing alcohol and other drug use. The Wisconsin Model acknowledges that there is no easy solution to the complex problem of alcohol and other drug abuse in our state. Instead of describing one "best" approach, the Wisconsin Model provides a framework with guidelines which allows the individual community the opportunity to develop the best approach to meet its needs.

Effective prevention efforts require comprehensive, integrated, and collaborative strategies that deal with schools, media, public and private sectors, legal and judicial systems, health care providers and families, and provide clear and consistent messages from several networks. This can best be accomplished if there is a coordinating group, with representatives from all the

Figure 1

The Wisconsin Model for a Comprehensive K-12 AODA Program



different segments of the community, which serves as the driving force behind the implementation of an entire spectrum of AODA programs. Just as the strength of a fabric is predicated on the interconnections of the individual threads, the strength of a coordinating group will be based on the interconnections of the individuals and their agencies representing all segments of a community. This group can provide constant coordination and leadership of prevention activities and is represented in the Wisconsin Model through the AODA Advisory Committee.

The Wisconsin Model recommends a developmentally appropriate and sequential K-12 curriculum which is based on skills including communication, problem-solving, decision-making, self-reflection, critical thinking, dealing effectively with peer pressure and positive self-esteem development. Furthermore, in addition to the curriculum addressing the social influences of peers and family on alcohol and other drug abuse, it should also emphasize the importance of examining the influences of large groups, community norms, mass media and social networks.

Although the presence of a K-12 curriculum is necessary, the school is free to choose which curriculum they wish to use. The curriculum should be based on current, accurate information and avoid scare tactics, stereotyping and moralizing. The instruction of such a curriculum is ideally integrated with existing curricula and related activities such as developmental guidance, health, science, social studies, driver's education, physical education, children at risk, youth suicide prevention, and school-age parents.

To complement the curriculum, the Wisconsin Model includes prevention and early intervention programs for students including K-12 student assistance programs; peer programs including peer leaders, peer helpers and peer educators to empower students in the development and delivery of the AODA program; and alternative activities and student clubs with a specific AODA focus.

Finally, given the importance adults play in prevention efforts, a comprehensive prevention program would not be complete without offering programs for adults which promote AODA-specific education and positive role-modeling. Examples of such programs include employee wellness programs, employee assistance programs and AODA programs for parents or other significant adults.

The advisory committee, integrated curriculum, complementary prevention and intervention programs, and adult education and programs work together in the Wisconsin Model to exemplify many of the key components and strategies noted in recent research. Some of that research can be found in the references listed at the end of this report.

The Checklist

Developing comprehensive AODA programs within school districts is a process that takes place over time and is never truly completed. School districts lack the financial or staff resources to fully develop and implement a comprehensive AODA program in any given school year. School-community partnerships take time to develop and need to be nurtured. School staff, parents, and community members require training at various levels and do not all possess the

time nor the motivation simultaneously. And once a comprehensive AODA program is established, the ongoing process of assessment and subsequent programming continues as new staff members require training, curriculum needs to be updated, and new challenges necessitate additional school-community, collaborative solutions.

The Comprehensive AODA Program Checklist (see Figure 2) was developed to assist in the lengthy and complex evaluation process. The checklist's 46 items describe a comprehensive K-12 AODA program. Space is provided for district representatives to rate their program from "4" (yes, criterion is met) to "0" (no, criterion is not met).

Specifically, the checklist can be used to:

- assess strengths and weaknesses in AODA programming.
- devise a long-range plan of program development to address weaknesses.
- document program needs for state and federal grant applications.
- assess district progress in program improvement over time.
- publish results to inform the community of district efforts and progress.
- publish results to generate community support and involvement in programs.
- publish results to inform the community of what constitutes a comprehensive AODA program.

Wisconsin school districts are asked to complete the checklist annually as a self-assessment of the degree to which they have achieved their goals in comprehensive AODA programming. They are advised to complete the checklist through a process that includes:

- utilizing the district AODA advisory committee, core team or another K-12 planning group to achieve consensus on the score for each item;
- developing consistent standards and a process for using the checklist that may be communicated to those not involved in using the instrument; and
- seeking community and student input in measuring the degree to which the program meets district standards for each item.

Ratings can be used to measure both the comprehensive program and the basic framework formed by the eight key items that are highlighted on the checklist. To help districts rate themselves on the eight key items, the following sample standards were included with the request to complete the checklist:

I.5 Advisory committee formed with broad community and school representation.

- Advisory committee is reflective of the school and community make-up and includes major forces within the community. Examples include clergy, parents, service organizations, police, various cultural and ethnic groups, school board members, school staff and administrators.
- The role and function of the advisory committee is clearly identified.

II.3 District has formal, ongoing parent programs.

- All parents of K-12 students are provided a variety of opportunities to become involved in AODA prevention for their children and the children of others. Examples include parent networks, parent support groups and parent training.

Figure 2

Comprehensive AODA Program Checklist

I. IMPLEMENTATION AND INTEGRATION					
Criteria	Degree Criterion is Met. *Circle* appropriate number.				
	Yes	To Some Degree			No
1. Student use and attitude survey has been conducted within the past three years.	4	3	2	1	0
2. Ongoing informal/formal appraisal conducted on a regular basis.	4	3	2	1	0
3. Staff, students, and community informed of appraisal.	4	3	2	1	0
4. Records are kept for evaluation of program.	4	3	2	1	0
5. Advisory committee formed with broad community and school representation.	4	3	2	1	0
6. District has an Alcohol and Other Drug Abuse (AODA) policy for students that emphasizes nonuse and provides avenues for referral and assistance.	4	3	2	1	0
7. District has an AODA policy for employees that provides avenues for referral and assistance.	4	3	2	1	0
8. Policies were developed with input from school and community personnel.	4	3	2	1	0
9. Policies are clearly communicated to staff, students, and parents on an annual basis.	4	3	2	1	0
10. District has developed a long-range plan for comprehensive AODA programs which include training and release time.	4	3	2	1	0
11. District has an AODA coordinator with adequate release time.	4	3	2	1	0
12. AODA program is integrated with other school programs such as At Risk, School Age Parents, and academic subjects.	4	3	2	1	0
13. AODA program is integrated with outside agencies such as law enforcement, social services, justice, etc.	4	3	2	1	0
II. PROGRAMS FOR STUDENTS/COLLATERAL PROGRAMS FOR ADULTS					
1. Parents are provided educational opportunities for learning about AODA.	4	3	2	1	0
2. District offers general awareness programs to the community, staff, students, and parents.	4	3	2	1	0
3. District has ongoing parent programs.	4	3	2	1	0
4. Parents have an active role in implementing some components of the AODA program.	4	3	2	1	0
5. District has an Employee Assistance Program.	4	3	2	1	0
6. District has peer programs such as peer helpers, peer educators, etc.	4	3	2	1	0
7. District provides drug free alternative activities & AODA-related clubs.	4	3	2	1	0
8. District has K-12 Student Assistance Program (SAP) in place.	4	3	2	1	0
9. Teachers are provided stipends/release time to cofacilitate groups.	4	3	2	1	0
10. Basic AODA training opportunities are made available by district.	4	3	2	1	0
11. Advanced AODA training opportunities are made available by district.	4	3	2	1	0
12. Group facilitation training opportunities are made available by district.	4	3	2	1	0
13. AODA curriculum training opportunities are made available by district.	4	3	2	1	0
14. Peer training opportunities are made available by district.	4	3	2	1	0

II. PROGRAMS FOR STUDENTS/COLLATERAL PROGRAMS FOR ADULTS (continued)

Criteria	Degree Criterion is Met. *Circle* appropriate number. Yes	To Some Degree			No
15. AODA coordinator has been provided with adequate AODA training.	4	3	2	1	0
16. Inservices on AODA provided annually to all teachers and staff.	4	3	2	1	0
17. District administrator has participated in AODA training.	4	3	2	1	0
18. All school staff have participated in AODA training.	4	3	2	1	0
19. Students have participated in AODA training.	4	3	2	1	0
20. School board members have participated in AODA training.	4	3	2	1	0
21. Student athletes have received AODA training.	4	3	2	1	0
22. All coaches have received AODA training.	4	3	2	1	0
23. All building principals have received AODA training.	4	3	2	1	0
III. AODA CURRICULUM					
1. District has a K-12 AODA specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level.	4	3	2	1	0
2. AODA curriculum is provided for all students including exceptional and gifted and talented.	4	3	2	1	0
3. Curriculum is up to date and accurate.	4	3	2	1	0
4. Curriculum is reviewed periodically to check for relevance and effectiveness.	4	3	2	1	0
5. Coordinates with and involves other disciplines at each grade level (e.g., health, literature, science, social studies).	4	3	2	1	0
6. Includes a continuum of knowledge and life skill competencies which will affect the decisions students have to make about AODA issues.	4	3	2	1	0
7. Contains a mechanism for continuing evaluation and revisions of curriculum material to incorporate current information.	4	3	2	1	0
8. Demonstrates sensitivity to the specific needs of the local school and community in terms of cultural appropriateness and local AODA problems.	4	3	2	1	0
9. Includes appropriate information on intervention and referral services including community AODA programs.	4	3	2	1	0
10. Uses peer education with students trained to provide information, facilitate discussion, and demonstrate skills to other students.	4	3	2	1	0

TOTALS

For DPI Use		
	DISTRICT TOTAL— Add the Total Score from Sections I, II, & III	
	Total Points Possible	184

CERTIFICATION SIGNATURES

Signature of District Agency Administrator ➤	Date Signed
Signature of District AODA Coordinator ➤	Date Signed

II.5 District has an Employee Assistance Program (EAP).

- Services are available for all district employees.
- All employees are updated annually as to the services available.
- All employees have a clear understanding of how the EAP functions including how to access the program.
- The EAP is supported by district policies.
- The EAP meets the needs of and conforms to the character and customs of the school district.

II.6 District has peer programs such as peer helpers, peer educators, etc.

- Training is provided to students and staff involved in the programs.
- Peers involved in the programs represent a cross section of social, ethnic, cultural, and gender diversity.
- Peer programs operate in all grades, K-12.
- Peer programs are integrated with other district AODA program components.

II.7 District provides drug-free alternative activities and AODA-related clubs.

- Clubs and activities are school- or community-sponsored.
- Clubs and activities have an AODA focus.
- Clubs and activities are available for all students K-12.
- Clubs and activities are provided throughout the school year. Examples include Students Against Driving Drunk (SADD), Just Say No Club, lock-ins, drug-free dances, Project Graduation, and activities by athletes promoting chemically free teams.

II.8 District has in place a K-12 Student Assistance Program (SAP) that:

- is offered to all K-12 students.
- is AODA-inclusive.
- focuses on support and education.
- provides group and individual assistance.
- addresses the full range of AODA problems.
- has established internal and external referral systems.

III.2 AODA curriculum is provided for all students, including those considered "exceptional" and "gifted and talented."

- Curriculum is commercially or locally developed and includes goals, objectives, or outcomes specific for each grade level.
- Curriculum includes AODA-specific information, personal competencies, interpersonal competencies and social system competencies at each grade level.
- Learning programs for students with exceptional educational needs, who receive homebound instruction, who speak English as a second language include AODA education.

School districts were given the following directions for rating themselves:

> Using the standards developed for each item, determine the extent to which that standard has been achieved. A score of 4 indicates the standard has been met. A score of 0 is used when no progress has been made in meeting the standard. Scores of 1, 2, or 3 indicate the degree of progress made towards achievement

of the standard. Utilize the DPI publication *Comprehensive AODA Programs: A Resource and Planning Guide* to generate standards.

Analysis

The Comprehensive AODA Program Checklist provides school districts statewide with a uniform self-assessment instrument to measure the degree to which they have achieved their goals in comprehensive AODA programming. Districts completed checklists in the 1990-91 and 1991-92 school years, providing data to assess current programs and also to analyze progress from the first year to the second. Data indicates Wisconsin school districts progressed both in establishing basic frameworks for comprehensive AODA programs and improving the quality and depth of existing components of AODA programs.

School districts are considered to have in place the **basic framework** for a comprehensive AODA program if they have rated themselves a "1" or higher on all eight of the key items. Scores for the remaining 38 items on the checklist indicate the depth and quality of the AODA program development. Figures 3 and 4 depict the achievement districts have made at those two levels. The figures also chart progress made from the 1990-91 school year to 1991-92.

For all seven of the comparable key items,[1] a higher percentage of school districts rated themselves a "1" or higher in 1991-92 than in 1990-91 (see Figure 3). The overall quality of AODA programs in Wisconsin school districts clearly has improved as well. A total of 287 school districts ranked at or above the 60th percentage point in 1991-92, indicating stronger programs, compared to 244 in 1990-91. Likewise, 126 school districts were below the 60th percentage point in 1991-92, indicating less well developed overall programs, while 183 were in this group in 1990-91 (see Figure 4).

The graphs in Appendix A further illustrate data reported by districts. The 191 districts that rated themselves "1" or higher for all eight key items in 1991-92 (see Appendix A-1) compare to 168 districts at that same level in 1990-91, an increase of 23. For all 46 checklist items, 135 of those 191 districts with basic frameworks ranked at or above the 70th percentile in 1991-92 (Appendix A-2) compared to 85 in 1990-91. Similarly, the 56 districts below the 70th percentage point compared to 83 in 1990-91.

Appendices A-3 to A-10 provide further analysis of data for the eight key items identified earlier in this report. As measured by scores of "0," districts seem to be having the most difficulty developing employee assistance programs (143 districts rating themselves "0"), parent programs (107), peer programs (50), advisory committees (36) and student assistance programs (29).

The 36 districts reporting no progress in developing AODA advisory committees in 1991-92 (Appendix A-3) represent a slight increase from 1990-91. Since Item II.3 (Appendix A-4) is new among the eight key items in 1991-92, data for comparisons is not available. However, for

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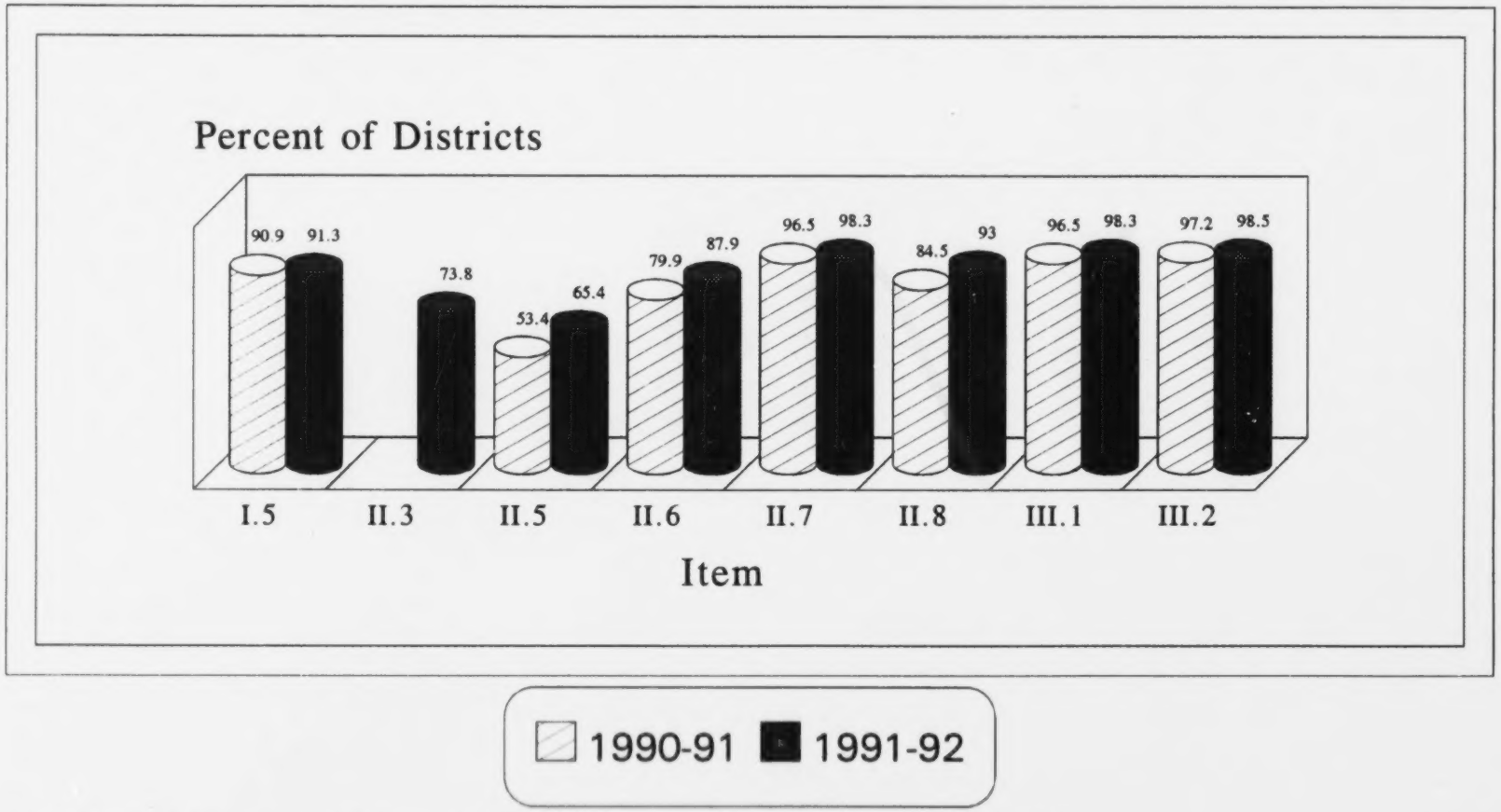
[1] A meaningful year-to-year comparison is not possible for Item II.3 because it was not among key items used in the first year. See the analysis of Appendix A-4 for more information.

Figure 3

Progress Toward Comprehensive AODA Programs

Comparison of Districts Rating a 1 or Higher on Each of the Eight Key Items

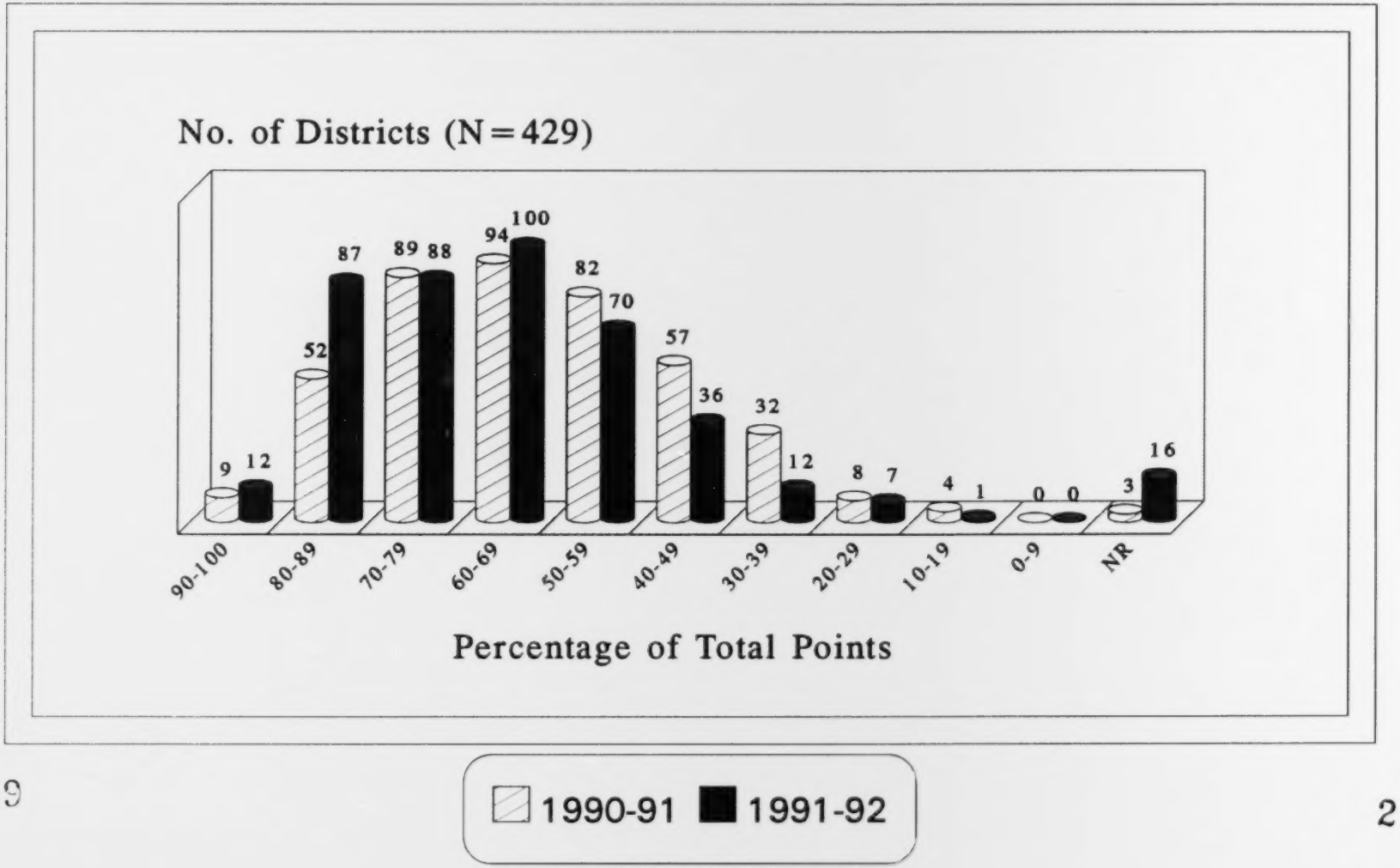


I.5 = Advisory Committee; II.3 = Formal, Ongoing Parent Programs (1990-91 data not comparable); II.5 = EAP; II.6 = Peer Programs; II.7 = Drug Free Alternatives; II.8 = SAP; III.1 = AODA Specific Curriculum; III.2 = AODA Curriculum For All

Figure 4

Progress Toward Comprehensive AODA Programs

Comparison of Districts' Total Scores on AODA Checklist



Item II.1, which was a key item in 1990-91 and measures the degree to which parents are provided educational opportunities for learning about AODA, the number of districts reporting no progress declined this year from 25 to 18, while the number of districts rating a "1" increased from 52 to 76.

The 270 school districts reporting some progress toward an employee assistance program in 1991-92 (Appendix A-5) compare to 228 districts in 1990-91. For peer programs, the 307 districts rating a "2" or higher in 1991-92 (Appendix A-6) compare to 272 districts at that level in 1990-91. The 304 districts rating a "3" or "4" for providing drug-free alternative activities in 1991-92 (Appendix A-7) compare to 289 at this level in 1990-91. The 353 districts rating a "2" or higher for K-12 student assistance programs in 1991-92 (Appendix A-8) compared to 320 districts in 1990-91.

Appendices A-9 and A-10 both address AODA curriculum. Both of these items scored relatively high in 1990-91. Those high scores were maintained in 1991-92.

In summary, school districts reported improvement statewide both for establishing basic frameworks of comprehensive AODA programs and improving the depth and quality of their programs. However, relatively higher numbers of school districts continue to report no progress toward employee assistance programs, parent programs, peer programs, AODA advisory committees, and student assistance programs.

In addition to this report, DPI sends districts feedback about their respective assessments and how their scores compare to statewide averages (see Appendix B). Scores from both 1990-91 and 1991-92 are provided to allow school districts to assess their respective progress from one year to the next. The information also may facilitate networking among school districts as they pursue common goals. **Because of the self-reporting nature of the checklist and the freedom school districts have to establish their own benchmarks, comparisons between school districts may not be accurate or appropriate.**

The continued cooperation of school district officials who annually complete and submit the checklist and DPI staff members who analyze the data will allow ongoing assessment of progress in developing comprehensive AODA programs in districts and, consequently, the state.

Resources For Districts

The Wisconsin Model for a Comprehensive K-12 AODA Program, described in the introduction, is promoted through DPI's "Count on Me" Program and the Wisconsin AODA Education Network. The goal of the "Count on Me" program is to establish comprehensive K-12 AODA programs in every school district in the state. The program reflects the department's belief that the state must be able to count on many segments of society to stop youth from abusing alcohol and other drugs. For its part in the "Count on Me" approach, the DPI provides school districts with a variety of necessary leadership and resources.

DPI's "Count on Me" Program provides districts with technical and financial assistance, conferences, and publications. Department consultants provide technical assistance through telephone calls and personal visits to schools. Consultants also plan workshops as needed to guide schools with such projects as assessing needs and developing policy, curriculum, or grant proposals. They also work with staff members from the Department of Health and Social Services to sponsor workshops addressing critical issues regarding student assistance programs and training. Following is a list of staff members in the AODA Section, along with their primary responsibilities and telephone numbers:

Mike Thompson	Section Chief (608) 266-3584
Susan Fredlund	State Discretionary Grants (608) 267-9242
Mary Kleusch	State Discretionary Grants (608) 266-7051
Randy Thiel	Alcohol/Traffic Safety (608) 266-9677
Steve Fernan	Federal Drug-Free Schools (608) 266-3889
Nic Dibble	Federal Drug-Free Schools (608) 266-0963

The DPI also coordinates training available through the Drug-Free School Midwest Regional Training Center (MRC). The MRC is funded through the United States Department of Education and has a mission to develop and improve the capacity of state and local agencies to prevent and eliminate AOD use among children and adolescents in schools and communities.

DPI provides school districts with opportunities for financing their AODA programs through a variety of grants. Every school district in Wisconsin is eligible for federal entitlement funds available through the federal Drug-Free Schools and Communities Act of 1986. The amount is based upon student enrollment and population characteristics.

Competitive state grants allow school districts to develop or expand their AODA programs with grants awarded largely according to demonstrated need. In addition to grants for funding comprehensive K-12 AODA programming, grant programs fund specific prevention and intervention programs for:

- after-school and summer school programs;
- hiring additional school counselors, psychologists, and social workers (pupil services teams);
- Drug Abuse Resistance Education (DARE), a collaboration with local law enforcement agencies;

- programs for families and schools together, provided cooperatively with mental health and AODA specialists; and
- programs for students enrolled in Head Start programs.

Two grant programs are administered by DPI through the Wisconsin AODA Education Network. Youth grants enable groups of students to develop and implement projects for fellow students. Training fellowships reimburse educators for tuition incurred for AODA-related graduate study.

The AODA Program-Sharing Conference in November brings together professionals from schools and community agencies. The participants share successful programs, practices, and strategies for helping youth combat alcohol and other drug abuse and related problems. The Department of Public Instruction also co-sponsors youth conferences with the Department of Transportation, the Wisconsin Interscholastic Athletic Association, and the University of Wisconsin-Stevens Point.

Each school district received copies of *Alcohol and Other Drug Abuse Programs: A Resource and Planning Guide* and *A Guide to Curriculum Planning in Alcohol and Other Drug Abuse.* Additional copies can be ordered through DPI publications at 1-800-243-8782. A directory of district AODA coordinators and programs from throughout the state will be mailed to all school districts in fall 1992.

The Wisconsin AODA Education Network

In fall 1988, State Superintendent Herbert J. Grover established the Wisconsin AODA Education Network as part of his "Count on Me" initiative. As a strong component of the Department of Public Instruction's strategy to prevent alcohol and other drug abuse among the state's youth, the network was designed to provide sharing of information, pooling of resources, and technical assistance to school districts developing local K-12 comprehensive AODA programs.

The network is organized and operated by DPI staff and 12 regional facilitators hired by the state's 12 Cooperative Educational Services Agencies (CESAs). Organizers are working toward their goal to eliminate alcohol and other drug abuse (AODA) among the state's youth via two objectives:

- Help school districts develop comprehensive AODA programs by providing technical assistance and resources.
- Help develop partnerships at the community, county, regional, and state levels to facilitate cooperation and sharing, maximize resources, and diminish duplication of services.

Examples of partnerships include task forces, organizations, ad hoc committees, county councils and advisory councils.

Specifically, network facilitators:

- identify common needs of schools.
- arrange or provide training to meet the needs of individual school districts.

- establish and maintain AODA resources and materials available to school districts.
- serve as a resource to DPI in articulating the department's philosophy and initiatives regarding AODA programming.
- help school districts to organize within counties to work cooperatively with other agencies.
- provide opportunities for school districts to network among themselves.
- establish working relationships with county prevention specialists.
- develop a plan to establish local support for the network.
- provide feedback to DPI concerning program development.
- assist in disseminating DPI information.

For information about the Wisconsin AODA Education Network, contact your local facilitator or Nic Dibble, AODA education consultant, DPI, at (608) 266-0963. Network facilitators are listed in Appendix C.

Appendix A

Graphs of Measures of Select Criteria

1: Levels of Attainment among Districts with Basic Frameworks

2: Total Scores Reported by Districts with Eight Key Items

3: Progress in Developing Advisory Committees

4: Progress with Parent Programs

5: Progress with Employee Assistance Programs

6: Progress with Peer Programs

7: Progress in Developing Drug-Free Alternative Activities

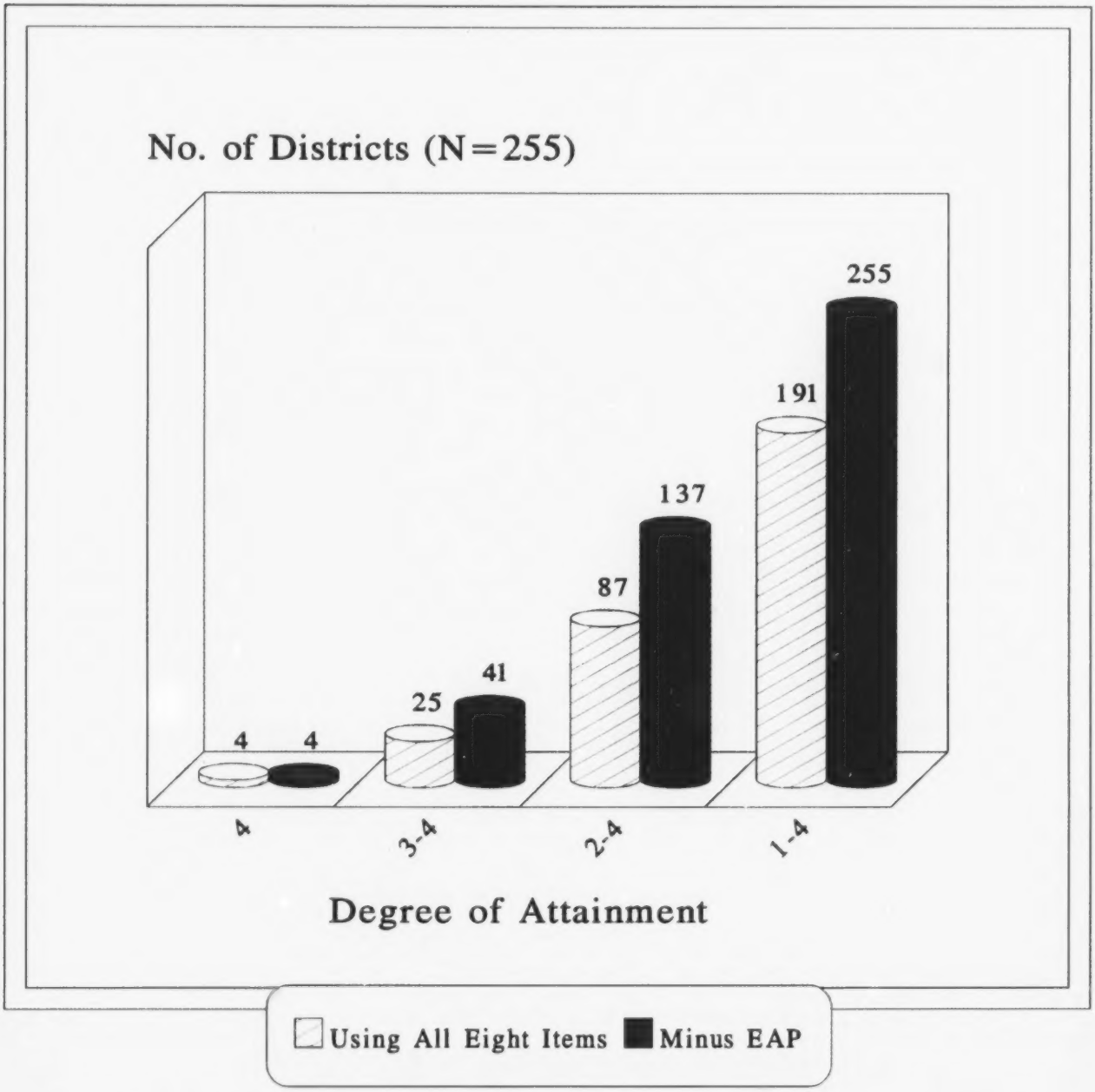
8: Progress with Student Assistance Programs

9: Progress with K-12 AODA-Specific Curriculum

10: Progress with AODA Curriculum for All Students

Appendix A-1

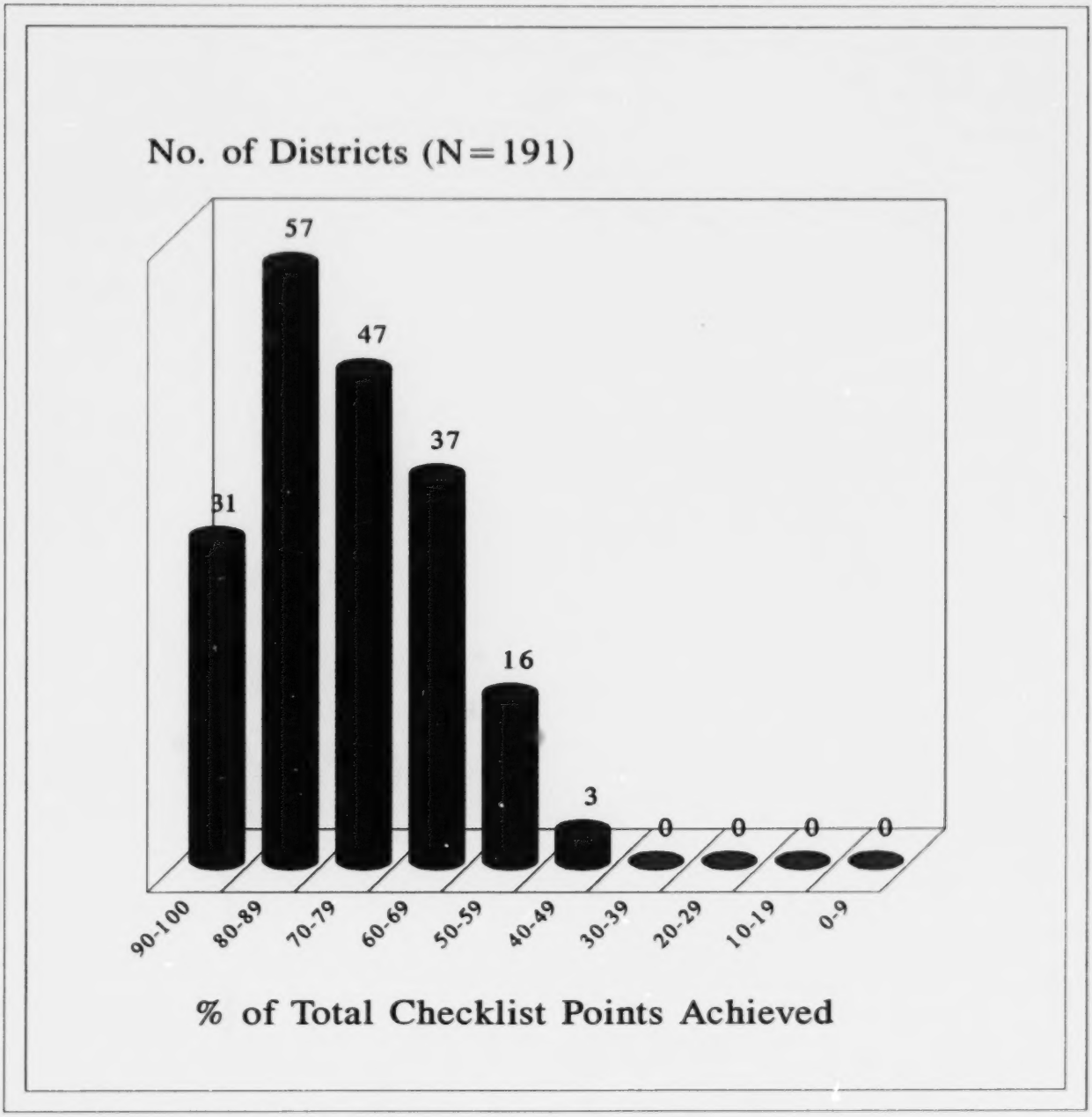
Levels of Attainment Among Districts With Basic Frameworks



Of the 413 districts reporting, 191 (46%) rated themselves a "1" or higher on the eight key items that constitute the basic framework for a comprehensive AODA program. Excluding EAPs, 255 (62%) rated themselves a "1" or higher.

Appendix A-2

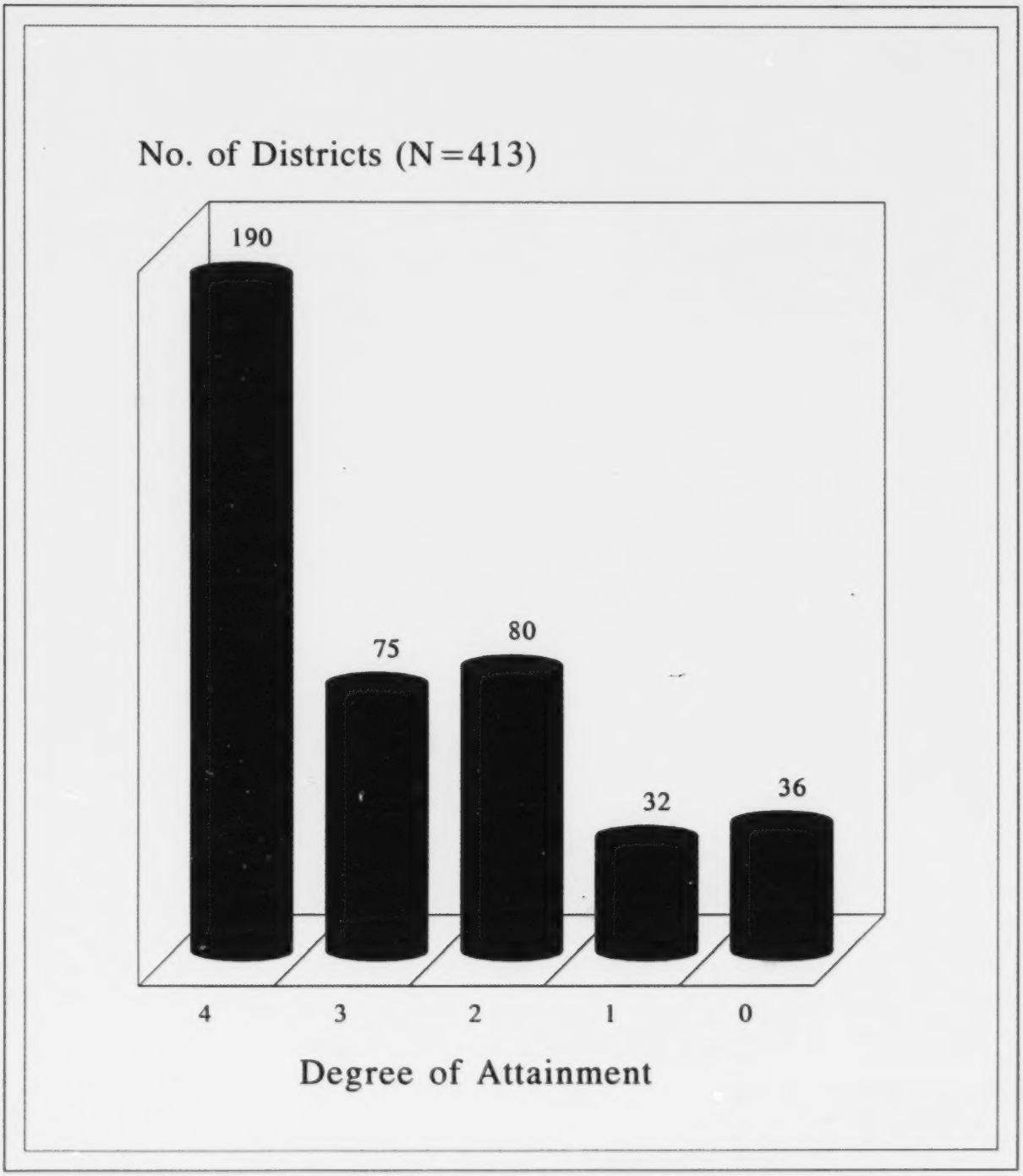
Total Scores Reported By Districts With Eight Key Items



Of the 413 districts reporting, 191 (46%) scored a "1" or higher on all eight key items indicating that a basic framework for a comprehensive AODA program is in place.

Appendix A-3

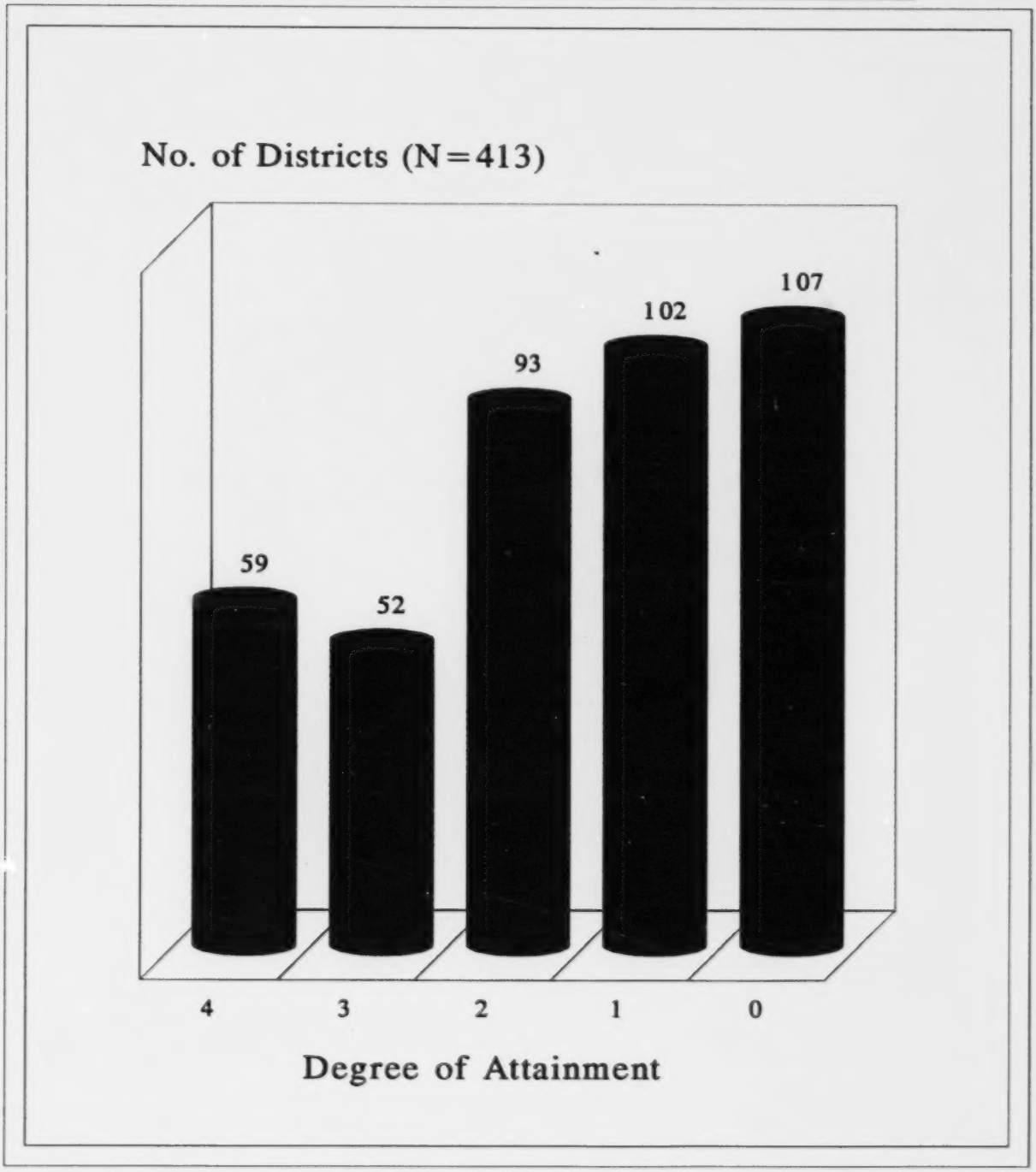
Progress in Developing Advisory Committees



Item 1.5: Advisory committee formed with broad community and school representation.

Appendix A-4

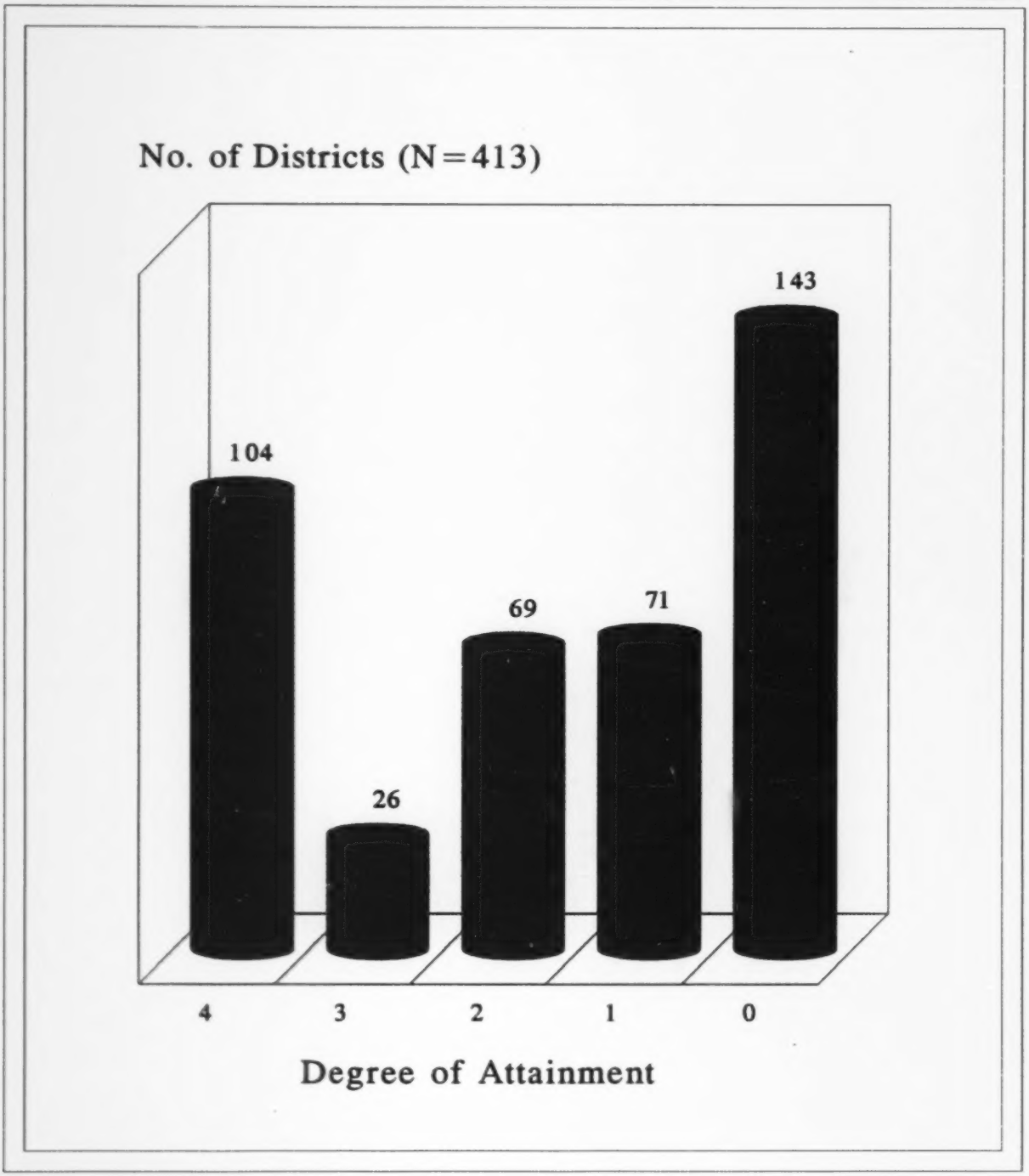
Progress With Parent Programs



Item II.3: District has formal, ongoing parent programs.

Appendix A-5

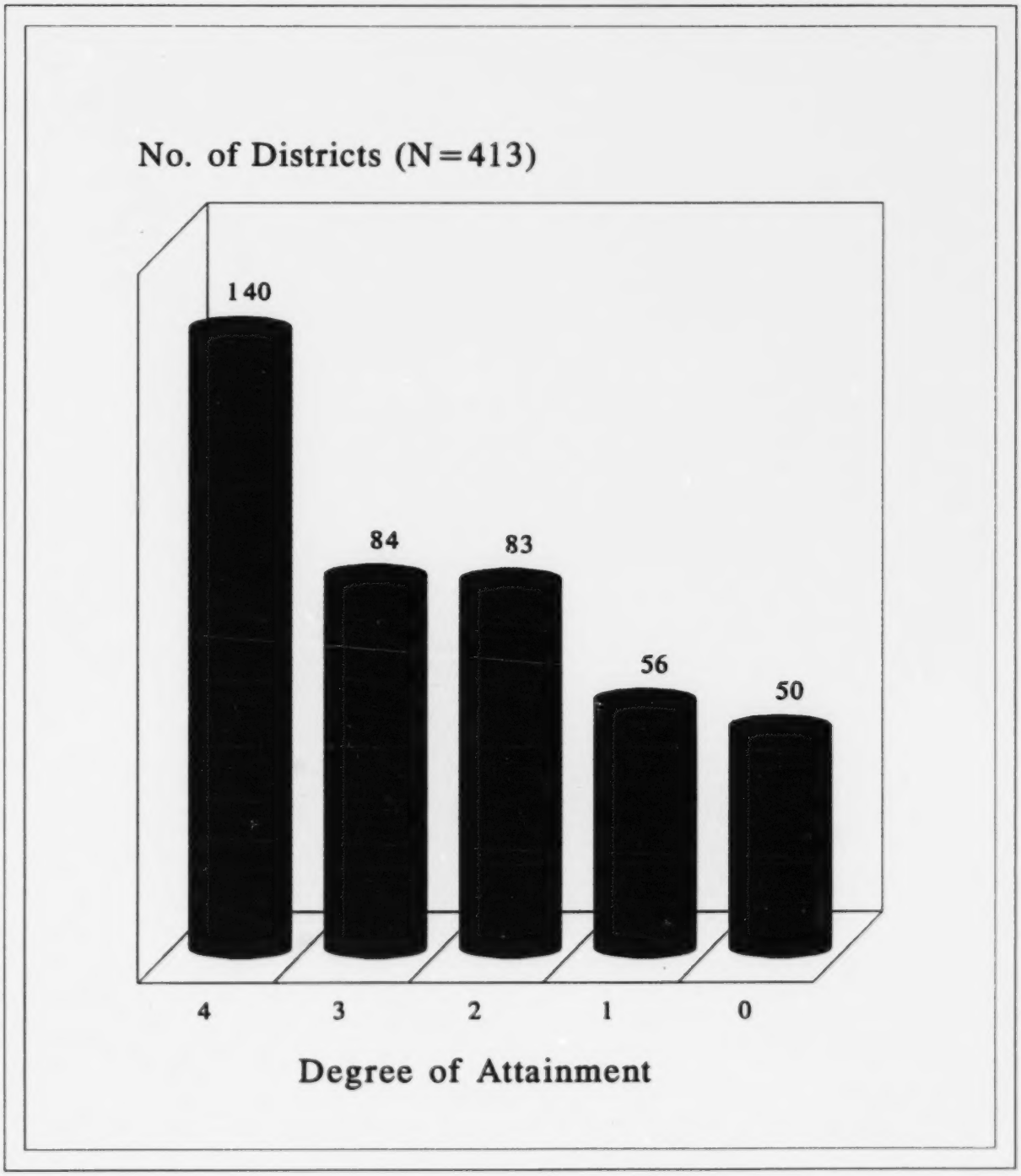
Progress With Employee Assistance Programs



Item II. 5: District has an employee assistance program.

Appendix A–6

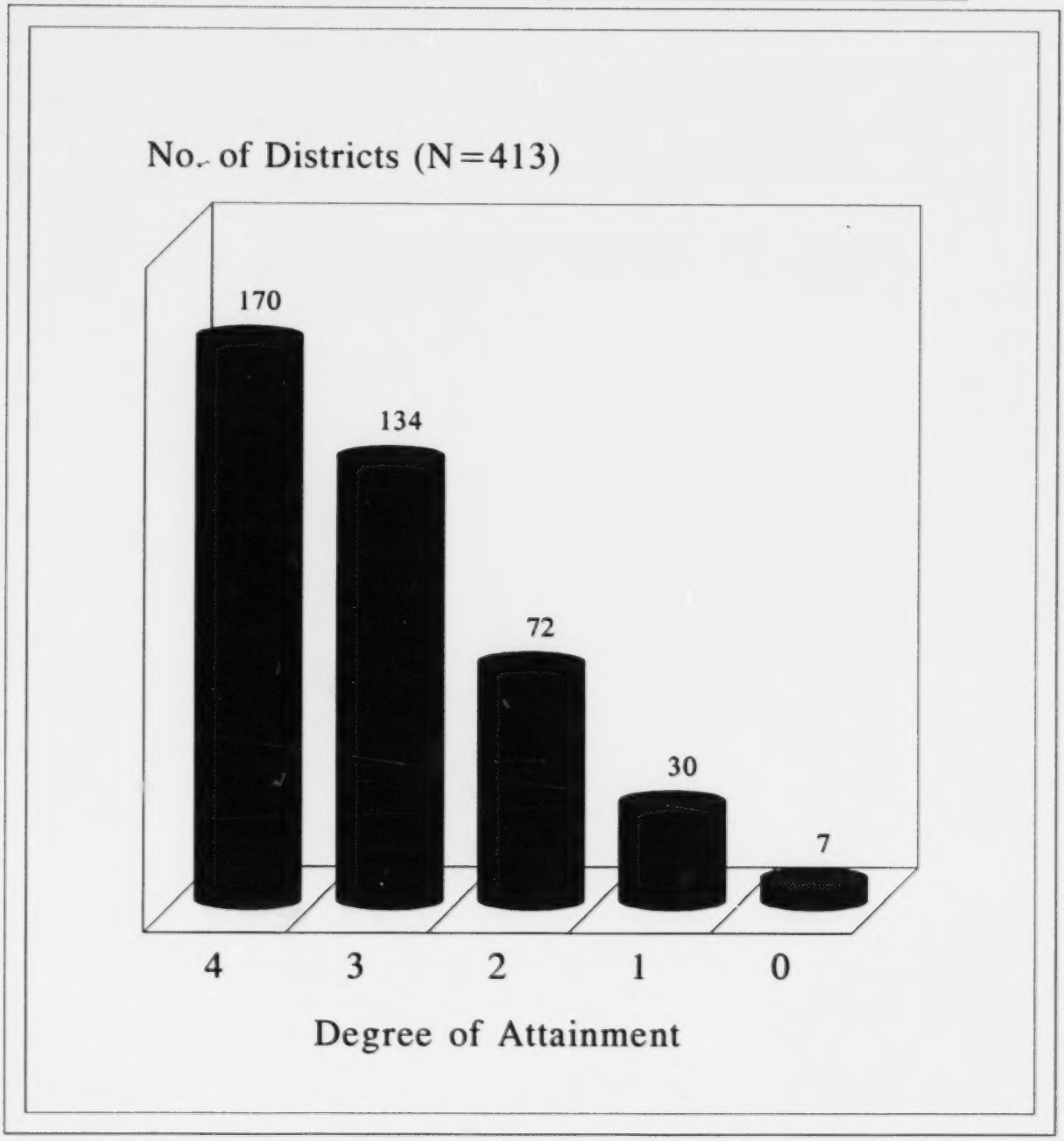
Progress With Peer Programs



Item II.6: District has peer programs such as peer helpers, peer educators, etc.

Appendix A–7

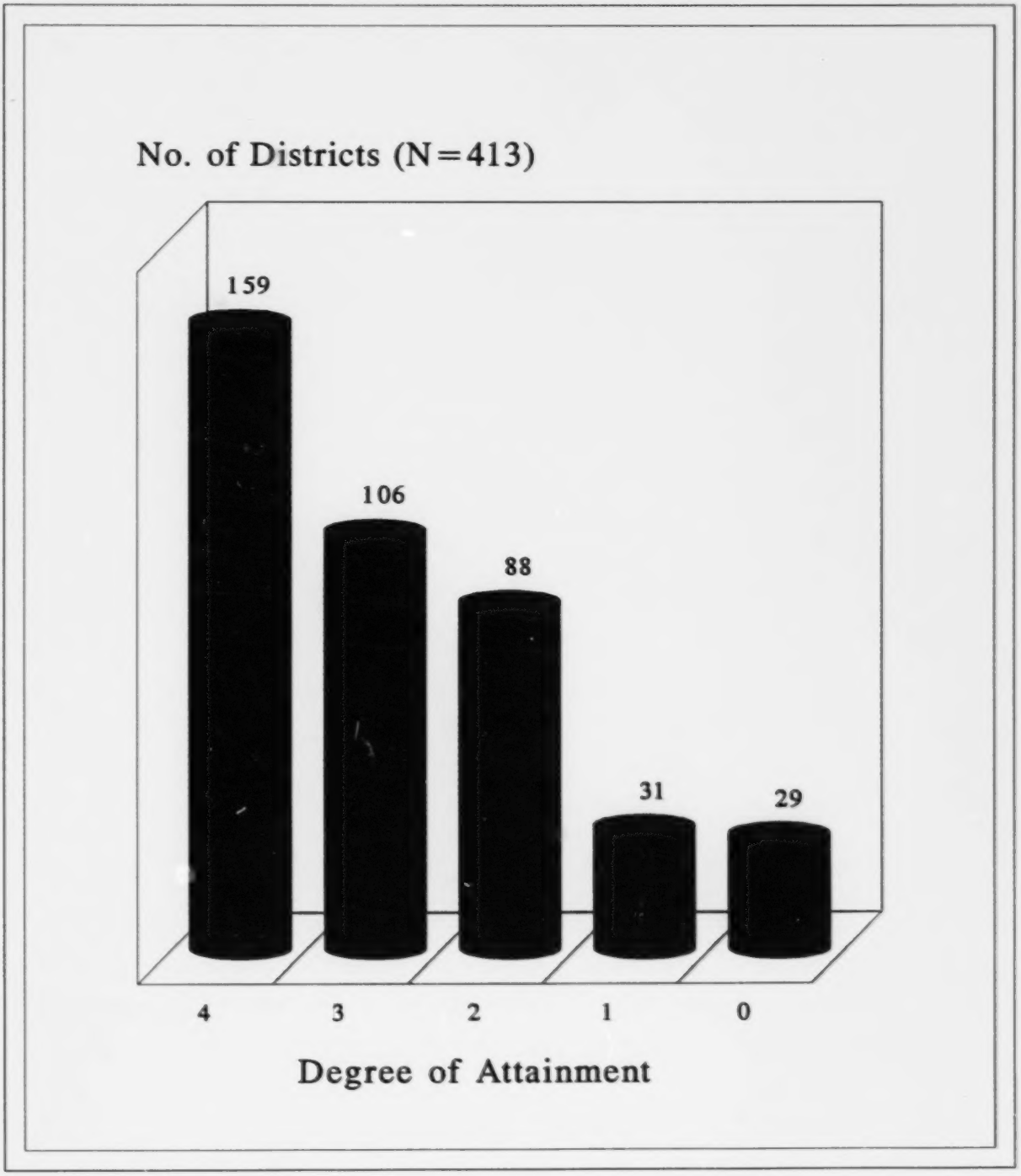
Progress in Developing Drug-Free Alternative Activities



Item II.7: District provides drug-free alternative activities and AODA-related clubs.

Appendix A–8

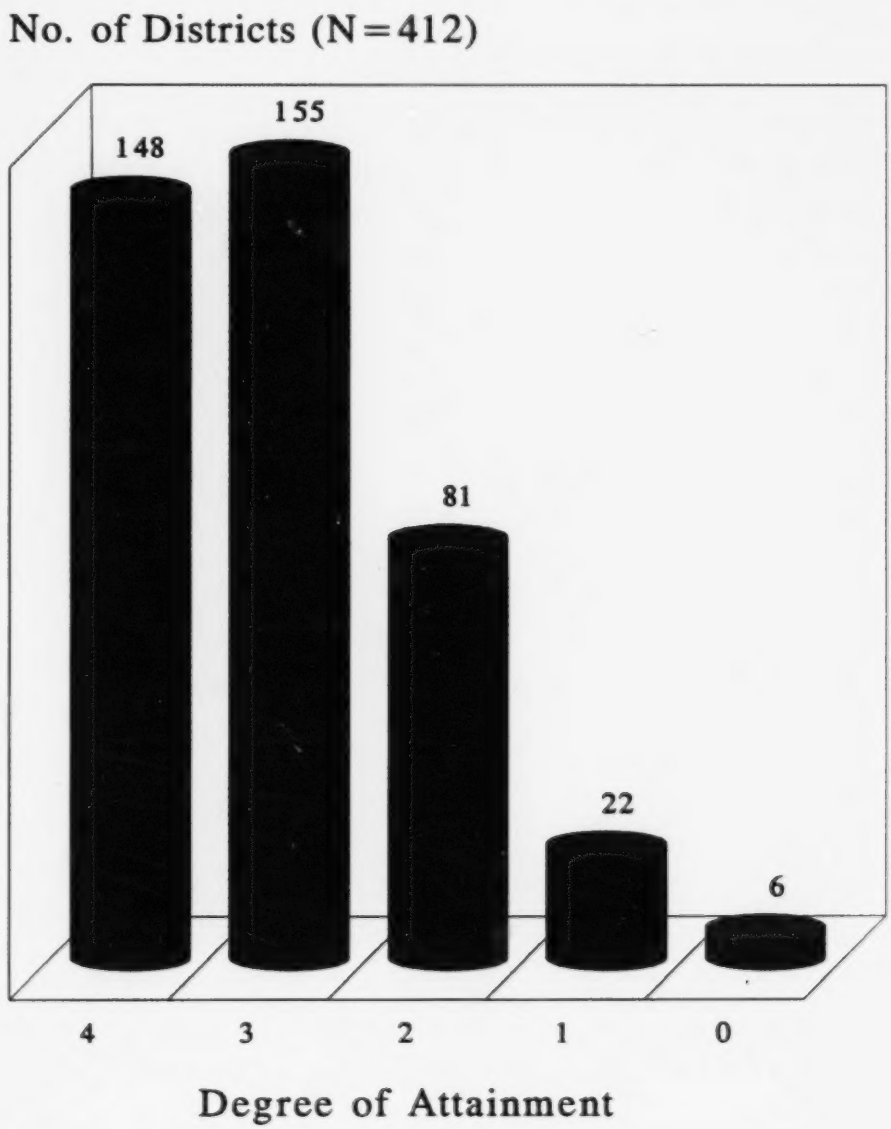
Progress With K-12 Student Assistance Programs



Item II.8: District has K-12 student assistance program (SAP) in place.

Appendix A-9

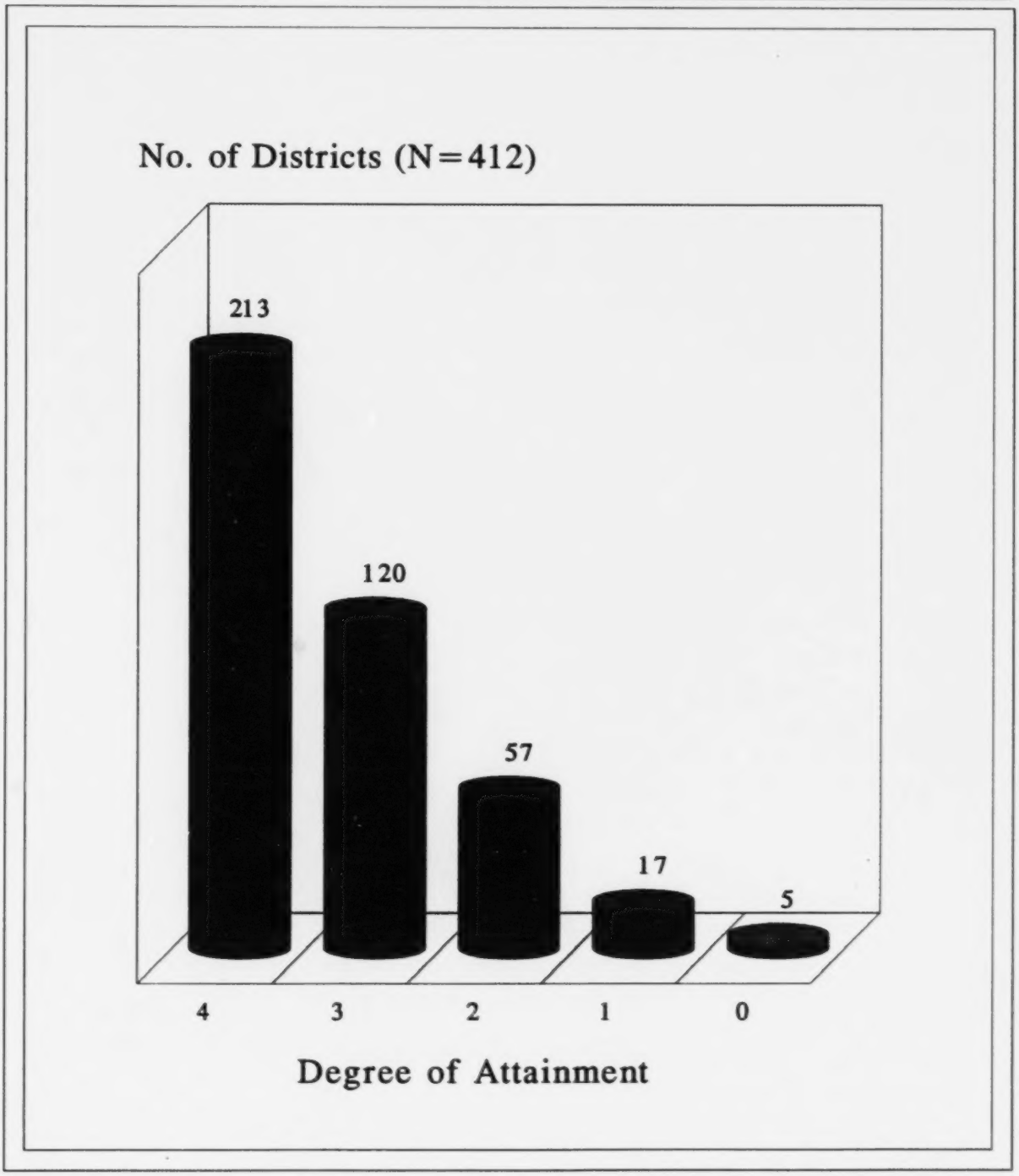
Progress With K-12 AODA-Specific Curriculum



Item III.1: District has a K-12 AODA-specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level.

Appendix A-10

Progress With AODA Curriculum For all Students



Item III.2: AODA curriculum is provided for all students, including "exceptional" and "gifted and talented."

Appendix B

Year-to-Year Data Comparisons

The following table provides data about school districts' respective self-assessments. To allow school districts to assess their respective progress from one year to the next, the table includes data from checklists for both 1990-91 and 1991-92. A notation of "NR" means the Department of Public Instruction did not receive a checklist from the school district in that year.

The data measures both the comprehensive program and the basic framework formed by the eight key items. For each year, columns list scores for individual districts and a statewide average. Statewide averages provide the Department of Public Instruction with an indication of the progress school districts have made in developing comprehensive AODA programs. This helps the department to target program areas still needing development.

Data about comprehensive programs is reported as total points (columns A and B) and as a percentage of total points possible (Columns C and D). The statewide average for 1991-92 was 123 points, or 67%. For the eight key items that constitute a basic framework, Columns E and F list the number of items a district reportedly had in place (as indicated by a rating of "1" or higher) in each of the years in question. Further measures of the items are expressed as total points (columns G and H) and the percentage of total points possible (Columns I and J). Statewide, districts averaged 7 items and 21 points, or 65%.

Because of the self-reporting nature of the checklist and the freedom school districts have to establish their own benchmarks, comparisons between school districts may not be accurate or appropriate.

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
10	Abbotsford	97	121	47%	66%	6	8	14	21	44%	66%
05	Adams-Friendship Area	124	127	67%	69%	8	7	22	19	69%	59%
02	Albany	Inc	53	Inc	29%	2	4	6	8	19%	25%
07	Algoma	51	131	28%	71%	4	6	6	22	19%	69%
11	Alma	92	154	50%	84%	7	8	20	26	63%	81%
04	Alma Center	128	147	70%	80%	8	8	23	26	72%	81%
05	Almond-Bancroft	132	117	72%	64%	4	6	15	17	47%	53%
10	Altoona	130	121	71%	66%	8	8	29	25	91%	78%
11	Amery	88	122	48%	66%	7	6	17	18	53%	56%
09	Antigo	72	97	39%	53%	5	7	11	13	34%	41%
06	Appleton Area	127	125	69%	68%	8	7	25	23	78%	72%
04	Arcadia	99	94	54%	51%	7	7	16	19	50%	59%
03	Argyle	NR	52	NR	28%	NR	6	NR	13	NR	41%
11	Arkansaw	88	96	48%	52%	5	4	14	12	44%	38%
01	Arrowhead	107	141	58%	77%	8	8	21	25	66%	78%
12	Ashland	153	162	83%	88%	8	8	27	28	84%	88%
07	Ashwaubenon	130	134	71%	73%	7	8	20	21	63%	66%
09	Athens	63	113	34%	61%	4	8	12	21	38%	66%
05	Auburndale	131	134	71%	73%	8	6	26	21	81%	66%
10	Augusta	136	117	74%	64%	6	4	15	15	47%	47%
11	Baldwin-Woodville Area	105	129	57%	70%	7	8	20	26	63%	81%
04	Bangor	137	107	74%	58%	6	5	18	15	56%	47%
05	Baraboo	80	97	43%	53%	5	5	15	15	47%	47%
03	Barneveld	54	92	29%	50%	5	6	16	13	50%	41%
11	Barron Area	158	121	86%	66%	8	7	31	27	97%	84%
12	Bayfield	157	164	85%	89%	7	7	26	25	81%	78%
06	Beaver Dam	112	NR	61%	NR	7	NR	20	NR	63%	NR
08	Beecher-Dunbar-Pembine	58	95	32%	52%	5	3	11	9	34%	28%
02	Belleville	107	45	58%	24%	8	6	22	9	69%	28%
03	Belmont Community	126	143	68%	78%	8	8	25	30	78%	94%
02	Beloit	80	137	43%	74%	8	8	13	20	41%	63%
02	Beloit Turner	115	108	63%	59%	6	7	22	22	69%	69%
03	Benton	82	78	45%	41%	5	6	12	17	38%	53%
06	Berlin Area	112	138	61%	75%	8	8	22	22	69%	69%
02	Big Foot	153	111	83%	60%	8	8	24	15	75%	47%
11	Birchwood	130	100	71%	54%	8	7	30	21	94%	66%
03	Black Hawk	104	110	57%	60%	6	6	18	17	56%	53%
04	Black River Falls	108	115	59%	63%	8	8	24	23	75%	72%
04	Blair-Taylor	119	98	65%	53%	8	8	22	18	69%	56%
10	Bloomer	100	88	54%	36%	8	6	22	15	69%	47%
03	Bloomington	94	121	51%	66%	5	6	16	19	50%	59%

Note: "NR indicates no checklist response/return; "Inc" indicates an incomplete checklist

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
08	Bonduel	117	83	64%	45%	8	8	20	17	63%	53%
03	Boscobel Area	87	105	47%	57%	8	8	17	18	53%	56%
09	Boulder Junction J1	125	116	68%	63%	7	8	22	17	69%	53%
08	Bowler	159	155	86%	84%	8	8	29	27	91%	84%
11	Boyceville Community	108	107	59%	58%	8	8	20	24	63%	75%
02	Brighton #1	79	146	43%	79%	7	8	12	22	38%	69%
07	Brillion	127	149	69%	81%	7	7	22	23	69%	72%
02	Bristol #1	99	150	54%	82%	5	8	17	22	53%	69%
02	Brodhead	117	79	64%	43%	7	6	22	18	69%	56%
01	Brown Deer	139	177	76%	98%	7	8	26	32	81%	100%
10	Bruce	80	81	43%	33%	7	5	16	8	50%	25%
02	Burlington Area	166	NR	90%	NR	7	NR	25	NR	78%	NR
12	Butternut	132	118	72%	64%	6	7	20	20	63%	63%
10	Cadott Community	144	124	78%	67%	7	6	26	19	81%	59%
05	Cambria-Friesland	142	156	77%	85%	8	8	26	25	81%	78%
02	Cambridge	141	140	77%	76%	7	7	24	24	75%	75%
11	Cameron	82	104	45%	57%	6	6	15	16	47%	50%
08	Campbellsport	128	140	70%	76%	6	6	20	19	63%	59%
04	Cashton	76	47	41%	26%	2	5	7	10	22%	31%
03	Cassville	91	75	49%	41%	8	5	17	10	53%	31%
07	Cedar Grove-Belgium Area	109	121	59%	66%	8	7	20	22	63%	69%
01	Cedarburg	149	152	81%	83%	8	8	29	29	91%	91%
02	Central/Westosha	81	162	44%	88%	7	8	15	26	47%	81%
11	Chetek	72	109	39%	59%	5	7	12	15	38%	47%
07	Chilton	81	107	44%	58%	6	7	15	20	47%	63%
10	Chippewa Falls Area	76	61	41%	33%	7	7	20	18	63%	56%
11	Clayton	125	151	68%	82%	7	8	25	26	78%	81%
11	Clear Lake	77	107	42%	58%	7	7	17	19	53%	59%
02	Clinton Community	158	118	85%	64%	8	7	28	22	88%	69%
08	Clintonville	125	97	68%	53%	8	8	26	18	81%	56%
04	Cochrane-Fountain City	124	96	67%	52%	7	6	20	18	63%	56%
10	Colby	43	55	23%	30%	4	7	6	9	19%	28%
08	Coleman	100	87	54%	47%	7	5	16	14	50%	44%
11	Colfax	117	127	64%	69%	7	6	23	19	72%	59%
05	Columbus	128	129	70%	70%	8	8	23	25	72%	78%
10	Cornell	95	84	52%	46%	5	4	15	9	47%	28%
08	Crandon	112	147	61%	80%	8	8	22	28	69%	88%
08	Crivitz	55	61	30%	33%	4	4	13	7	41%	22%
03	Cuba City	62	83	34%	45%	5	7	12	17	38%	53%
01	Cudahy	95	154	52%	84%	6	8	13	21	41%	66%
11	Cumberland	87	95	38%	52%	6	8	14	21	44%	66%
09	D C Everest Area	96	64	52%	35%	8	8	22	21	69%	66%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
03	Darlington Community	113	118	61%	64%	7	6	20	19	63%	59%
02	Deerfield Community	111	139	60%	76%	6	7	18	18	56%	56%
02	DeForest Area	142	125	77%	68%	7	7	24	19	75%	59%
02	Delavan-Darien	157	109	85%	59%	8	6	27	16	84%	50%
07	Denmark	152	143	83%	78%	8	7	27	26	84%	81%
07	DePere	131	129	71%	70%	7	8	24	21	75%	66%
04	DeSoto Area	71	51	39%	28%	7	3	15	7	47%	22%
06	Dodgeland	32	92	17%	50%	4	8	7	15	22%	47%
03	Dodgeville	149	158	81%	86%	8	8	27	26	84%	81%
02	Dover #1	149	154	81%	84%	8	8	24	26	75%	81%
12	Drummond	149	124	81%	67%	7	8	25	22	78%	69%
11	Durand	82	105	45%	57%	7	7	17	15	53%	47%
02	East Troy Community	107	86	58%	47%	6	6	17	14	53%	44%
10	Eau Claire Area	165	154	90%	84%	8	8	29	24	91%	75%
09	Edgar	108	145	59%	79%	7	8	20	24	63%	75%
02	Edgerton	155	159	84%	86%	7	8	28	30	88%	94%
09	Elcho	131	101	71%	55%	7	7	21	15	66%	47%
10	Eleva-Strum	106	97	58%	53%	8	7	21	17	66%	53%
11	Elk Mound Area	63	70	34%	38%	6	5	13	12	41%	38%
07	Elkhart Lake-Glenbeulah	128	153	70%	83%	8	8	24	29	75%	91%
02	Elkhorn Area	104	126	57%	68%	7	7	20	19	63%	59%
11	Ellsworth Community	97	126	53%	68%	7	8	16	20	50%	63%
01	Elmbrook	160	165	87%	90%	8	8	31	32	97%	100%
11	Elmwood	108	116	59%	63%	7	7	18	17	56%	53%
04	Elroy-Kendall-Wilton	77	97	42%	53%	8	8	17	21	53%	66%
06	Erin #2	56	95	30%	52%	4	4	9	11	28%	34%
02	Evansville Community	141	139	77%	76%	7	8	26	26	81%	81%
10	Fall Creek	84	105	46%	57%	8	8	19	18	59%	56%
05	Fall River	96	147	52%	80%	5	5	12	18	38%	56%
03	Fennimore Community	127	121	69%	66%	7	6	21	20	66%	63%
10	Flambeau	106	151	58%	82%	7	8	21	27	66%	84%
09	Florence	96	102	52%	55%	7	6	19	16	59%	50%
06	Fond du Lac	84	111	46%	60%	7	6	14	16	44%	50%
02	Fontana J8	157	120	85%	65%	7	7	25	19	78%	59%
02	Fort Atkinson	83	91	45%	48%	8	7	17	18	53%	56%
01	Fox Point J2	118	129	64%	70%	7	8	22	24	69%	75%
01	Franklin	119	92	65%	50%	7	7	22	16	69%	50%
11	Frederic	68	122	37%	66%	7	8	19	21	59%	66%
06	Freedom Area	113	130	61%	71%	8	8	22	26	69%	81%
04	Galesville-Ettrick-Tremp	126	106	68%	58%	7	7	21	22	66%	69%
02	Geneva J4	26	98	14%	53%	2	8	4	15	13%	47%
02	Genoa City J2	68	88	36%	48%	4	8	14	15	44%	47%
01	Germantown	115	142	63%	77%	8	8	19	27	59%	84%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		**No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
07	Gibraltar Area	125	147	68%	80%	7	7	23	26	72%	81%
08	Gillett	122	131	66%	71%	8	7	20	20	63%	63%
10	Gilman	122	106	66%	58%	7	6	26	18	81%	56%
10	Gilmanton	76	111	41%	60%	8	7	10	19	31%	59%
01	Glendale-River Hills	90	117	49%	64%	8	8	21	23	66%	72%
11	Glenwood City	144	148	76%	80%	7	8	26	21	81%	65%
12	Glidden	78	142	42%	77%	8	7	17	24	53%	75%
08	Goodman-Armstrong	85	106	46%	58%	5	7	15	20	47%	63%
01	Grafton	78	165	42%	90%	7	8	18	29	56%	91%
10	Granton Area	79	80	43%	43%	6	4	15	9	47%	28%
11	Grantsburg	71	129	39%	70%	7	7	15	17	47%	53%
07	Green Bay Area	161	152	88%	83%	8	8	29	27	91%	84%
06	Green Lake	107	118	58%	64%	7	7	18	17	56%	53%
01	Greendale	99	NR	54%	NR	7	NR	17	NR	53%	NR
01	Greenfield	129	136	70%	74%	7	7	21	23	66%	72%
10	Greenwood	74	89	40%	48%	8	8	13	16	41%	50%
01	Hamilton	162	147	88%	80%	8	8	28	25	88%	78%
06	Hartford	77	113	42%	61%	7	7	19	20	59%	63%
06	Hartford J1	123	94	67%	51%	8	6	23	16	72%	50%
01	Hartland-Lakeside J3	107	166	58%	90%	6	8	18	28	56%	88%
12	Hayward Community	137	136	74%	74%	6	8	24	26	75%	81%
06	Herman #22	68	145	37%	79%	5	7	11	23	34%	72%
03	Highland	128	136	70%	74%	6	7	17	21	53%	66%
07	Hilbert	127	111	69%	60%	7	7	25	20	78%	63%
04	Hillsboro	111	NR	60%	NR	8	NR	18	NR	56%	NR
04	Holmen	109	115	59%	63%	8	8	21	22	66%	69%
06	Horicon	93	97	51%	53%	6	7	18	17	56%	53%
06	Hortonville	97	92	53%	50%	7	6	19	17	59%	53%
07	Howard-Suamico	62	119	34%	65%	6	8	11	22	34%	69%
07	Howards Grove	96	141	52%	77%	7	8	16	23	50%	72%
11	Hudson	133	127	72%	69%	7	7	24	20	75%	63%
12	Hurley	148	158	80%	86%	8	8	26	26	81%	81%
06	Hustisford	75	149	41%	81%	6	8	18	23	50%	72%
04	Independence	121	116	66%	63%	6	6	22	20	69%	63%
05	Iola-Scandinavia	139	139	76%	76%	6	8	19	27	59%	84%
03	Iowa-Grant	162	165	88%	90%	8	8	30	30	94%	94%
03	Ithaca	73	99	40%	54%	6	8	14	18	44%	56%
02	Janesville	166	163	90%	89%	8	8	29	26	91%	81%
02	Jefferson	124	95	67%	52%	8	8	24	13	75%	41%
02	Johnson Creek	137	139	74%	76%	7	6	21	16	66%	50%
02	Juda	123	147	67%	80%	6	7	17	23	53%	72%
06	Kaukauna Area	141	163	77%	89%	8	8	27	32	84%	100%
01	Kenosha	108	150	59%	82%	8	8	22	30	69%	94%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		**No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
01	Kettle Moraine	97	108	53%	59%	7	8	22	19	69%	59%
06	Kewaskum	135	100	73%	54%	7	5	23	16	72%	50%
07	Kewaunee	139	171	76%	93%	7	8	21	32	66%	100%
03	Kickapoo Area	89	101	48%	55%	7	8	20	21	63%	66%
07	Kiel Area	167	158	91%	86%	8	8	28	26	88%	81%
06	Kimberly Area	110	136	60%	74%	8	8	19	25	59%	78%
07	Kohler	155	140	84%	76%	8	8	28	19	88%	59%
09	Lac du Flambeau #1	68	Inc	37%	Inc	5	8	9	Inc	28%	Inc
04	LaCrosse	122	140	66%	76%	8	8	24	28	75%	88%
10	Ladysmith-Hawkins	113	122	61%	66%	8	8	28	28	88%	88%
04	LaFarge	91	95	49%	52%	7	7	16	14	50%	44%
01	Lake Country	89	143	48%	78%	8	8	17	23	53%	72%
02	Lake Geneva J1	134	158	73%	86%	7	7	25	26	78%	81%
02	Lake Geneva-Genoa City	125	151	68%	82%	7	7	19	24	59%	75%
10	Lake Holcombe	53	48	29%	26%	6	6	9	9	28%	28%
02	Lake Mills Area	118	117	64%	64%	7	7	19	21	59%	66%
09	Lakeland	131	NR	71%	NR	7	NR	23	NR	72%	NR
03	Lancaster Community	91	88	49%	48%	6	6	15	14	47%	44%
08	Laona	161	157	88%	85%	6	7	16	28	50%	88%
08	Lena	64	117	35%	64%	6	7	16	20	50%	63%
02	Linn J4	Inc	94	Inc	51%	4	7	12	19	38%	59%
02	Linn J6	148	111	80%	60%	8	7	25	17	78%	53%
01	Lisbon J2	NR	155	NR	84%	NR	8	NR	26	NR	81%
06	Little Chute Area	137	145	74%	79%	7	7	28	27	88%	84%
05	Lodi	75	121	41%	66%	7	7	18	24	56%	75%
06	Lomira	116	145	63%	79%	7	8	22	27	69%	84%
10	Loyal	131	143	71%	78%	8	8	22	25	69%	78%
11	Luck	133	NR	72%	NR	7	NR	22	NR	69%	NR
07	Luxemburg-Casco	107	84	58%	46%	8	8	19	17	59%	53%
02	Madison Metropolitan	150	150	82%	82%	8	8	27	26	84%	81%
06	Manawa	131	144	71%	78%	8	8	28	29	88%	91%
07	Manitowoc	151	108	82%	59%	7	7	27	17	84%	53%
12	Maple	106	130	58%	71%	6	8	15	20	47%	63%
01	Maple Dale-Indian Hill	122	130	66%	71%	8	8	26	24	81%	75%
09	Marathon City	88	89	48%	48%	5	6	10	14	31%	44%
08	Marinette	135	161	73%	88%	8	8	26	29	81%	91%
08	Marion	98	123	53%	67%	7	8	16	24	50%	75%
06	Markesan	75	106	41%	58%	5	8	8	19	25%	59%
02	Marshall	125	117	68%	64%	8	7	24	24	75%	75%
05	Marshfield	91	102	49%	55%	5	6	14	16	44%	50%
05	Mauston	121	127	66%	69%	8	8	23	22	72%	69%
06	Mayville	106	133	58%	72%	7	8	26	30	81%	94%
02	McFarland	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
10	Medford Area	131	120	71%	65%	7	7	22	19	69%	58%
12	Mellen	126	133	68%	72%	6	6	16	16	50%	50%
04	Melrose-Mindoro	69	77	38%	42%	5	7	9	13	28%	41%
06	Menasha	133	153	72%	83%	8	8	25	26	78%	81%
08	Menominee Indian	71	106	39%	58%	7	7	13	22	41%	69%
01	Menomonee Falls	145	107	79%	58%	8	7	25	19	78%	59%
11	Menomonie Area	114	152	62%	83%	7	8	21	26	66%	81%
01	Mequon-Thiensville	136	156	74%	85%	8	8	25	27	78%	84%
12	Mercer	128	134	70%	73%	8	8	26	27	81%	84%
09	Merrill Area	122	124	66%	67%	7	7	21	22	66%	69%
01	Merton J9	107	NR	58%	NR	8	NR	21	NR	66%	NR
02	Middleton-Cross Plains	105	132	57%	72%	8	8	18	28	56%	88%
02	Milton	131	141	71%	77%	8	8	21	24	66%	75%
01	Milwaukee	166	169	90%	92%	8	8	31	30	97%	94%
03	Mineral Point	113	97	61%	53%	8	6	26	13	81%	41%
09	Minocqua J1	158	140	86%	76%	8	8	31	22	97%	69%
07	Mishicot	123	123	67%	67%	8	7	15	17	47%	53%
10	Mondovi	130	113	71%	61%	8	8	26	19	81%	59%
02	Monona Grove	155	160	84%	87%	8	8	28	28	88%	88%
02	Monroe	103	77	56%	42%	7	8	17	22	53%	69%
05	Montello	90	115	49%	63%	6	6	17	18	53%	56%
02	Monticello	125	35	68%	19%	7	2	22	5	69%	16%
09	Mosinee	148	61	80%	33%	8	5	29	10	91%	31%
02	Mount Horeb Area	165	146	90%	79%	7	7	24	25	75%	78%
01	Mukwonago	142	153	77%	83%	8	8	25	27	78%	84%
01	Muskego-Norway	155	149	84%	81%	8	8	25	23	78%	72%
05	Necedah Area	73	73	40%	40%	7	7	13	15	41%	47%
06	Neenah	119	136	65%	74%	8	7	24	24	75%	75%
10	Neillsville	163	149	89%	81%	8	8	31	26	97%	81%
05	Nekoosa	161	157	88%	85%	8	7	32	25	100%	78%
06	Neosho J3	39	130	21%	71%	3	5	9	13	28%	41%
10	New Auburn	63	89	34%	48%	6	8	18	18	56%	56%
01	New Berlin	144	147	78%	80%	8	7	26	24	81%	75%
02	New Glarus	137	83	74%	45%	8	5	24	14	75%	44%
07	New Holstein	129	161	70%	88%	7	8	21	31	66%	97%
05	New Lisbon	79	79	43%	43%	6	6	11	14	34%	44%
06	New London	107	105	58%	57%	8	8	20	18	63%	56%
11	New Richmond	133	133	72%	72%	8	8	28	25	88%	78%
08	Niagara	98	110	53%	60%	6	6	19	17	59%	53%
01	Nicolet	155	93	84%	51%	8	8	27	20	84%	63%
01	Norris	170	168	92%	91%	8	8	31	27	97%	84%
03	North Crawford	118	163	64%	89%	7	8	21	29	66%	91%
06	North Fond du Lac	89	129	48%	70%	5	8	12	24	38%	75%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
01	North Lake (Merton J7)	102	161	55%	88%	8	8	18	27	56%	84%
01	Northern Ozaukee	90	88	49%	48%	7	5	22	14	69%	44%
09	Northland Pines	150	168	82%	91%	8	8	29	27	91%	84%
12	Northwood	149	152	81%	83%	7	8	25	26	78%	81%
04	Norwalk-Ontario	114	NR	62%	NR	6	NR	20	NR	63%	NR
02	Norway J7	32	36	17%	20%	3	3	5	5	16%	16%
01	Oak Creek-Franklin	103	139	56%	76%	8	8	17	25	53%	78%
06	Oakfield	137	142	74%	77%	7	6	25	23	78%	72%
01	Oconomowoc Area	80	136	43%	74%	8	8	19	25	59%	78%
08	Oconto	113	115	61%	63%	8	8	18	19	56%	59%
08	Oconto Falls	115	97	63%	53%	7	7	21	17	66%	53%
06	Omro	93	92	51%	50%	7	7	18	18	56%	56%
04	Onalaska	127	142	69%	77%	8	8	25	29	78%	91%
07	Oostburg	130	117	71%	64%	7	6	19	17	59%	53%
02	Oregon	95	118	52%	64%	6	7	14	19	44%	59%
11	Osceola	60	67	33%	36%	4	4	8	7	25%	22%
06	Oshkosh Area	88	94	48%	51%	6	8	10	16	31%	50%
10	Osseo-Fairchild	125	129	68%	70%	7	8	24	20	75%	63%
10	Owen-Withee	144	148	78%	80%	7	7	26	22	81%	69%
02	Palmyra-Eagle Area	167	167	91%	91%	8	8	31	30	97%	94%
05	Pardeeville Area	132	139	72%	76%	7	8	23	22	72%	69%
02	Paris J1	118	150	64%	82%	8	8	19	23	59%	72%
12	Park Falls	143	158	78%	86%	7	7	22	25	69%	78%
02	Parkview	112	102	61%	55%	6	6	13	13	41%	41%
03	Pecatonica Area	74	119	40%	65%	6	8	14	18	44%	56%
11	Pepin Area	106	100	58%	54%	7	7	19	22	59%	69%
08	Peshtigo	133	162	72%	88%	7	8	22	24	69%	75%
01	Pewaukee	136	123	74%	67%	6	8	21	21	66%	66%
09	Phelps	33	78	18%	42%	4	6	7	14	22%	44%
12	Phillips	139	115	76%	63%	8	8	26	24	81%	75%
05	Pittsville	182	144	88%	78%	8	6	32	21	100%	66%
03	Platteville	106	119	58%	65%	7	6	21	19	66%	59%
11	Plum City	101	125	55%	68%	8	8	22	24	69%	75%
07	Plymouth	87	112	47%	61%	8	8	20	23	63%	72%
05	Port Edwards	123	140	67%	76%	6	8	20	21	63%	66%
01	Port Washington-Saukville	131	156	71%	85%	7	8	28	29	88%	91%
05	Portage Community	132	142	72%	77%	8	8	24	23	75%	72%
03	Potosi	106	112	58%	61%	7	6	20	18	63%	56%
05	Poynette	116	113	63%	61%	6	6	18	17	56%	53%
03	Prairie du Chien Area	100	123	54%	67%	8	7	18	18	56%	56%
11	Prairie Farm	108	114	59%	62%	8	8	18	20	56%	63%
09	Prentice	150	163	82%	89%	8	8	28	26	88%	81%
11	Prescott	140	134	76%	73%	8	8	27	24	84%	75%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
05	Princeton	49	107	27%	58%	4	5	8	11	25%	34%
07	Pulaski Community	171	156	93%	85%	8	8	31	26	97%	81%
01	Racine	152	143	83%	78%	8	7	30	25	94%	78%
02	Randall J1	123	148	67%	80%	8	7	19	22	59%	69%
05	Randolph	106	121	58%	66%	6	8	14	15	44%	47%
07	Random Lake	66	NR	36%	NR	4	NR	9	NR	28%	NR
02	Raymond #14	122	144	66%	78%	5	8	19	24	59%	75%
02	Raymond J1	117	104	64%	57%	6	4	22	16	69%	50%
05	Reedsburg	83	98	45%	53%	7	8	22	24	69%	75%
07	Reedsville	130	118	71%	64%	7	7	20	16	63%	50%
09	Rhinelander	119	148	65%	79%	8	8	26	30	81%	94%
09	Rib Lake	107	152	58%	83%	8	8	27	29	84%	91%
11	Rice Lake Area	91	87	49%	47%	8	6	19	17	59%	53%
06	Richfield J1	98	117	53%	64%	5	4	19	11	59%	34%
06	Richfield J11	78	87	42%	47%	5	7	13	11	41%	34%
03	Richland	106	121	58%	66%	7	7	27	20	84%	63%
05	Rio Community	129	75	70%	41%	6	5	21	10	66%	31%
06	Ripon	121	121	66%	66%	7	7	24	27	75%	84%
11	River Falls	123	131	67%	71%	8	8	24	26	75%	81%
03	River Valley	133	99	72%	54%	8	8	24	17	75%	53%
03	Riverdale	91	119	49%	65%	7	8	16	20	50%	63%
06	Rosendale-Brandon	145	159	79%	86%	8	8	30	31	94%	97%
05	Rosholt	146	158	79%	86%	7	8	24	27	75%	84%
06	Rubicon J6	88	112	48%	61%	5	6	16	19	50%	59%
11	Saint Croix Central	110	102	60%	55%	7	7	24	21	75%	66%
11	Saint Croix Falls	112	132	61%	72%	8	8	21	27	66%	84%
01	Saint Francis	113	150	61%	82%	7	8	18	22	56%	69%
02	Salem #7	119	145	65%	79%	6	8	16	24	50%	75%
02	Salem J2	138	159	75%	86%	6	7	24	23	75%	72%
05	Sauk Prairie	126	98	68%	53%	8	7	21	17	66%	53%
03	Seneca	97	161	53%	88%	7	8	17	29	53%	91%
07	Sevastopol	102	119	55%	65%	7	7	19	20	59%	63%
07	Seymour Community	108	163	59%	89%	8	8	25	31	78%	97%
02	Sharon J11	152	121	83%	66%	8	7	26	19	81%	59%
08	Shawano-Gresham	116	122	64%	66%	7	8	22	25	69%	78%
07	Sheboygan Area	134	126	73%	68%	8	7	25	22	78%	69%
07	Sheboygan Falls	100	140	54%	76%	8	8	21	29	66%	91%
11	Shell Lake	127	79	69%	43%	8	7	29	12	91%	38%
06	Shiocton	108	117	59%	64%	7	7	17	18	53%	56%
01	Shorewood	126	NR	68%	NR	8	NR	29	NR	91%	NR
03	Shullsburg	105	131	57%	71%	7	7	15	21	47%	66%
02	Silver Lake J1	152	155	83%	84%	8	7	27	23	84%	72%
11	Siren	65	103	35%	56%	6	5	14	14	44%	44%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		**No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
06	Slinger	113	90	61%	49%	7	7	19	19	59%	59%
12	Solon Springs	127	154	69%	84%	8	8	26	27	81%	84%
11	Somerset	156	153	85%	83%	7	7	28	24	88%	75%
01	South Milwaukee	107	143	58%	78%	8	8	25	28	78%	88%
12	South Shore	141	162	77%	88%	7	8	24	27	75%	84%
07	Southern Door	131	164	71%	89%	7	8	24	28	75%	88%
03	Southwestern Wisconsin	151	160	82%	87%	7	8	27	27	84%	84%
04	Sparta Area	106	82	58%	45%	8	5	19	11	59%	34%
10	Spencer	102	130	55%	71%	8	7	25	24	78%	75%
11	Spooner	117	148	64%	79%	7	8	22	23	69%	72%
11	Spring Valley	117	128	64%	70%	5	7	16	20	50%	63%
10	Stanley-Boyd Area	88	137	48%	74%	8	8	18	26	56%	81%
05	Stevens Point Area	150	155	82%	84%	8	8	28	31	88%	97%
07	Stockbridge	159	113	86%	61%	8	8	28	18	88%	56%
01	Stone Bank	110	167	60%	91%	7	8	22	27	69%	84%
02	Stoughton Area	146	149	79%	81%	8	8	27	26	84%	81%
09	Stratford	72	110	39%	60%	7	8	10	19	31%	59%
07	Sturgeon Bay	161	155	88%	84%	8	8	31	25	97%	78%
02	Sun Prairie Area	141	158	77%	86%	8	8	30	31	94%	97%
12	Superior	93	100	51%	54%	6	7	17	16	53%	50%
08	Suring	43	71	23%	39%	3	7	7	14	22%	44%
01	Swallow (Merton J8)	NR	158	NR	86%	NR	8	NR	25	NR	78%
10	Thorp	65	78	35%	42%	6	6	9	9	28%	28%
09	Three Lakes	98	141	53%	77%	7	7	23	28	72%	88%
08	Tigerton	57	123	31%	67%	6	8	9	21	28%	66%
04	Tomah Area	140	138	76%	75%	7	6	21	21	66%	66%
09	Tomahawk	120	140	65%	76%	8	7	20	23	63%	72%
05	Tomorrow River	117	140	64%	76%	7	7	22	20	69%	63%
05	Tri-County Area	59	72	32%	39%	5	5	12	10	38%	31%
11	Turtle Lake	153	NR	83%	NR	7	NR	23	NR	72%	NR
02	Twin Lakes #4	130	157	71%	85%	7	7	24	25	75%	78%
07	Two Rivers	152	88	83%	48%	8	8	28	19	88%	59%
02	Union Grove	103	116	56%	63%	7	6	18	16	56%	50%
02	Union Grove J1	97	107	53%	58%	4	6	12	15	38%	47%
11	Unity	119	133	65%	72%	8	8	17	18	53%	56%
07	Valders	148	127	80%	69%	8	7	28	24	88%	75%
02	Verona Area	143	87	78%	47%	8	7	25	16	78%	50%
04	Viroqua Area	96	127	52%	69%	7	6	17	20	53%	63%
08	Wabeno Area	123	117	67%	64%	8	8	25	22	78%	69%
02	Walworth J1	144	122	78%	66%	8	8	28	21	81%	66%
12	Washburn	163	125	89%	68%	8	7	32	22	100%	69%
07	Washington	125	133	68%	72%	6	6	20	18	63%	56%
02	Washington-Caldwell	126	113	68%	61%	8	7	28	19	88%	59%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
02	Waterford UHS	136	NR	74%	NR	6	NR	18	NR	56%	NR
02	Waterford J1	71	127	39%	69%	4	7	8	19	25%	59%
02	Waterloo	129	110	70%	60%	7	6	22	18	69%	56%
02	Watertown	115	119	63%	65%	7	8	23	19	72%	59%
01	Waukesha	138	156	75%	85%	8	8	30	26	94%	88%
02	Waunakee Community	133	82	72%	45%	8	8	26	18	81%	56%
05	Waupaca	97	128	53%	70%	7	6	21	20	66%	63%
06	Waupun	121	114	66%	62%	7	8	16	19	50%	59%
09	Wausau	156	157	85%	85%	7	8	30	28	94%	88%
08	Wausaukee	148	NR	80%	NR	8	NR	23	NR	72%	NR
05	Wautoma Area	121	109	66%	59%	7	8	23	23	72%	72%
01	Wauwatosa	137	162	74%	88%	8	8	26	30	81%	94%
03	Wauzeka-Steuben	91	128	49%	70%	5	8	16	22	50%	69%
11	Webster	121	122	66%	66%	7	6	19	18	59%	56%
01	West Allis	137	157	74%	85%	7	7	23	22	72%	69%
06	West Bend	100	143	54%	78%	8	8	21	27	66%	84%
07	West DePere	160	168	87%	91%	8	8	30	30	94%	94%
03	West Grant	106	101	58%	55%	5	7	17	16	53%	50%
04	West Salem	107	116	58%	63%	8	7	19	18	59%	56%
04	Westby Area	146	138	79%	75%	8	8	29	26	91%	81%
05	Westfield	126	119	68%	65%	6	5	16	14	50%	44%
03	Weston	135	90	73%	49%	8	6	23	14	72%	44%
06	Weyauwega-Fremont	111	115	60%	63%	5	6	15	20	47%	63%
10	Weyerhaeuser Area	57	109	31%	59%	6	8	12	20	38%	63%
02	Wheatland J1	105	148	57%	80%	6	7	21	24	66%	75%
08	White Lake	132	143	72%	78%	7	8	20	23	63%	72%
01	Whitefish Bay	124	163	67%	89%	8	8	28	30	88%	94%
04	Whitehall	125	91	68%	49%	8	7	25	18	78%	56%
02	Whitewater	106	115	58%	63%	8	8	19	19	59%	59%
01	Whitnall	129	NR	70%	NR	8	NR	27	NR	84%	NR
02	WI Schl for the Deaf	99	117	54%	64%	7	6	20	20	63%	63%
02	WI Schl Vis. Hndkpt/imprd	83	124	45%	67%	5	6	17	21	53%	66%
05	Wild Rose	161	160	88%	87%	8	7	31	28	97%	88%
02	Williams Bay	131	NR	71%	NR	6	NR	20	NR	63%	NR
02	Wilmot	93	145	51%	79%	5	7	12	22	38%	69%
02	Wilmot Grade	106	153	58%	83%	5	6	13	23	41%	72%
08	Winneconne Community	139	131	76%	71%	8	8	29	25	91%	78%
12	Winter	125	111	68%	60%	8	7	28	21	88%	66%
05	Wisconsin Dells	139	153	76%	83%	7	7	23	23	72%	72%
02	Wisconsin Heights	118	117	64%	64%	7	8	22	19	69%	59%
05	Wisconsin Rapids	152	156	83%	85%	8	7	28	24	88%	75%
08	Wittenberg-Birnamwood	71	94	39%	51%	6	6	10	13	31%	41%
04	Wonewoc-Union Center	67	100	36%	54%	8	8	15	19	47%	59%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Checklist				Eight Key Items Summaries					
		Total Points		**Percent of Total Points**		** No. of Items Present**		**Total Points**		**Percent of Total Points**	
CESA	District	90/91 A	91/92 B	90/91 C	91/92 D	90/91 E	91/92 F	90/91 G	91/92 H	90/91 I	91/92 J
09	Woodruff J1	87	58	47%	32%	8	4	17	8	53%	25%
07	Wrightstown Community	101	132	55%	72%	7	8	21	25	66%	78%
02	Yorkville J2	138	162	75%	88%	7	8	28	25	88%	78%

Data Source: 1990/91 and 1991/92 Comprehensive AODA Program Checklists (PI-2389)

Appendix C

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